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ABSTRACT

This teachers guide attempts to facilitate the study of the United States through a conceptual approach and multimedia instruction in a spiral curriculum. There are five units: 1) Natural Setting --location, climate, terrain, water, soil, and economic and esthetic value, and conservation; 2) Historial Development --North American Indian cultures, European exploration, settlement and life styles, economic, political, and religious factors, the American revolution and the development of the New Nation; 3) National Community --colonial origin, Declaration of Independence, governmental structure, National capital, historical documents and symbols; 4) National Growth --components of a democracy, government functions, sociocultural development, westward movement, Civil War, Industrial Revolution types of industry; and, 5) National Trends --technological, social, and economic trends. Each of the content sections outlines the major concepts, behavioral objectives, class activities, resources, and evaluation techniques. In addition, there is a list of basic instructional materials including books, transparencies, records, filmstrips, maps, kits, 8mm films, tapes, and equipment. (SBE)

ED0 45509

Joint City School
District No. 1
West Allis,
West Milwaukee
et al.

SOCIAL STUDIES

UNITED STATES

GRADE 5

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UNITED STATES

GRADE 5

SUPPLEMENT

NOTE: Staple to the inside of the cover of the social studies guide for ready reference.

Helpful Hint: Insert staple from the outside to avoid possible scratching from rough edges. (We learned the hard way!)

GRADE 5 SUPPLEMENT

The fifth grade social studies curriculum guide has been modified for the 1969-1970 school year in response to teacher suggestions made at meetings held during the 1968-1969 school year. The suggested modifications are contained in this supplement in an attempt to provide experienced and beginning teachers with a concise, usable guide. Where applicable, these are listed under the unit headings.

Since one of the major goals of the grade five social studies curriculum is to help pupils gain understanding and knowledge of broad generalizations or concepts along with necessary factual knowledge, certain concepts and generalizations, due to their importance and position in this spiraling curriculum, should be considered for special emphasis. While it is felt that the generalizations and concepts listed below are key elements to be expanded upon as the pupils' schooling continues, there is no desire to forget or completely de-emphasize the remaining generalizations in the curriculum guide.

UNIT I - NATURAL SETTING

Generalizations and Concepts identified for emphasis	Page Number in guide	Suggested Modifications
The United States occupies a uniquely located part of the rotating spherical earth and is related to all other nations in terms of size, distance, direction, and time. (Geography)	1, 9	1. Chapter 9 in the grade five language text, Our Language Today, deals with using resource materials. It could profitably be taught at the beginning of the school year.
Different occupiers of the land including the Indians and Europeans have applied knowledge, tools, and ways of working to the natural habitat. As each group of settlers discovered and appraised the natural elements, they developed differing ways of living and working which have changed from time to time during the history of the country. (Geography)	19	2. Chapters 10, 11, and 12 in the grade five science text, Science in Our World, deal with geology, conservation, and mineral treasures. These could profitably be taught at the beginning of the school year. 3. Fieldtrips can be valid educational experiences. Check with building administrators as to procedures to be followed when planning such events.

UNIT II - HISTORICAL DEVELOPMENT

Generalizations and Concepts identified for emphasis	Page Number in guide	Suggested Modifications
Although different in appearance, the Indians lived in families and communities and carried on many activities similar to those of the white settlers. (Anthropology, Sociology)	33	1. As a teacher resource and review of American History, the text, Rise of the American Nation, has been provided for each classroom.
Different occupiers of the land including Indians and Europeans have applied ingenuity, knowledge, tools, and ways of working to the natural habitat. (Geography)	35	
Events in Europe influenced the historical development of the United States. (History)	37, 39	
People from many different social, economic, racial, ethnic, and national groups have settled in this country. (Anthropology, Sociology)	41	
Only simple machines were used in colonial America because at that time either no one had invented better ones or no one could make machines which were being contemplated. (Economics)	45	
People frequently rebel against their government when it neglects the welfare of the people. (Political Science)	47	

UNIT III - NATIONAL COMMUNITY

Generalizations and Concepts identified for emphasis	Page Number in guide	Suggested Modifications
Our colonial experience helped to shape our national government and our federal constitution. (History)	55	
The constitution is the supreme law of the land. (Political Science)	57	
As cultures become more complex and technology more advanced, there is some need for larger and larger governmental units. (Political Science)	63	
Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage which have been perpetuated through various monuments and symbols. (History)	67	

UNIT IV - NATIONAL GROWTH

Generalizations and Concepts identified for emphasis	Page Number in guide
There is an interrelationship between local and state government as well as between the state and the national government as it tries to meet the needs of the people. (Political Science)	81
Individualism and equality of opportunity basic to democracy are frequently challenged by the racist. (Political Science)	103
Only simple machines were used in early America because at that time either no one had invented better ones or no one could make the machines which were being contemplated. (Economics)	107, 117
The dignity of the laborer in contrast with the attitude of feudalism and mercantilism toward labor was a unique feature of the American colonies. This meant that his reasonable ample reward for work became a most significant power in the developing market. (Economics)	111
Man's effective use of machines has increased his productivity; this increased capacity to produce may influence the individual's and community's standard of living. (Economics)	111

Suggested Modifications

1. Some pupils lose interest in notebooks during the second semester. The notebook's main purpose is to provide the pupil with some form of continuity relative to the material covered. If the notebooks do become a chore they might be discontinued later in the year. Expanded time lines, period charts, etc. could be useful alternatives.
2. The civil war should receive proper emphasis as the pupils will not encounter this subject again for several years. The causes and effects of the war are more pertinent than details of the actual war itself.
3. It is recommended that item G entitled, Types of Industry, be eliminated from the curriculum. This material will be covered in detail in grade six.

UNIT V - NATIONAL TRENDS

Generalizations and Concepts identified for emphasis	Page Number in guide
Man can modify his environment. As man's ideas and technology change, his way of living and use of geographic elements may change.	137
As societies grow and their cultures become more complex their laws and institutions also become more complex, as well as more numerous.	139
Man modifies his culture to meet the social and economic needs of the members of his cultures.	139

Suggested Modifications

1. The material in this unit need not be covered in great detail unless available time and pupil interest dictate otherwise. Trends might be covered as various topics are taught throughout the year.
2. Chapter 4 in the grade five language text, Our Language Today, deals with a study of the newspaper. It might profitably be taught and correlated with the material on National Trends.
3. Year end culminating activities might be attempted to review and summarize material covered during the year.
    - a. A historical fair might be held. Pupils could do in depth studies and project work on some aspect of the United States development. Other classrooms could be invited to attend the fair.
    - b. An imaginary trip in a time machine might be planned. Individual or small groups of pupils could select topics from a teacher prepared list. Items would summarize the material studied. Pupils could present dramatizations of events as the class carrying time machine moved through history.

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SOCIAL STUDIES

UNITED STATES

GRADE 5

E. G. Kellogg
Superintendent of Schools

Jt. City School District No. 1
West Allis-West Milwaukee, et al.

JOINT CITY SCHOOL DISTRICT NO. 1
West Allis, West Milwaukee, et al.

PHILOSOPHY OF EDUCATION

The primary task of any school in Joint City School District No. 1, West Allis, West Milwaukee, et al., is to bring about the maximum development of every boy and girl so that the privileges and responsibilities inherent in our democratic way of life will endure. This can be achieved only by our being constantly aware of the dignity and worth of the individual; by our acceptance of the fact that each child has his own interests, abilities, and needs; and by our sincere belief that the fullest development of the abilities and personality of each pupil is vital. His education must, therefore, assure the attainment of certain common skills, information, and understandings essential to group living, and should develop wholesome spiritual, social, and civic attitudes, as well as academic proficiency.

The dignity of all work should constantly be kept before the children. We should develop good physical and mental health, the wise use of leisure time, and an understanding of the necessity and desirability of wholesome family relationships. We must also try, through effective teaching and the physical environment of our schools, to inspire an appreciation of the beauty that is possible in the home, and in the community.

In short, education should lead to enriched living, personal satisfaction, and better adjustment to life. It should provide opportunities for group endeavor where boys and girls may experience friendliness, responsibility, cooperativeness, competition, and an opportunity for leadership in civic, vocational, social, and academic areas. It is to this end - a better life in our democratic society through the education of our young people - that the public schools dedicate themselves.

JOINT CITY SCHOOL DISTRICT NO. 1
West Allis, West Milwaukee, et al.

OBJECTIVES OF EDUCATION

In fulfilling its obligations to the boys and girls, the public schools of Joint City School District No. 1, West Allis, West Milwaukee, et al., will endeavor to provide opportunities for:

1. The development of each individual in keeping with his capacities, needs, and interests.

2. The development of competence in fundamental academic skills.

3. The attainment of information and understandings essential to group living.

4. The development of sound physical and mental health.

5. The motivation of each individual toward preparing himself for earning a living in a vocation for which he is best fitted.

6. The recognition of the worthy use of leisure time through recreational activities and an appreciation of the arts.

7. The stimulation of mental growth through scientific thinking.

8. The recognition of the responsibilities and privileges of family and community life.

9. The understanding of the privileges and responsibilities inherent in a democratic way of life through the development of wholesome spiritual, social, and civic attitudes.

FOREWORD

This guide utilizes suggestions from fifth grade social studies teachers in the West Allis - West Milwaukee school system. It attempts to facilitate the study of the UNITED STATES through a conceptual approach. Behavioral objectives have been incorporated in an effort to assist the teacher in determining if the approach has resulted in effecting desirable changed behavior in the learner. A multi-text and multi-media process have also been utilized.

It is hoped that the guide will provide a workable framework for all teachers. While very specific activities, resources, and evaluations have been listed, these are not meant to restrict the teacher's initiative, resourcefulness, and creativity. Hopefully, teachers will continue to look for other activities and resources that will be even more effective than the ones listed.

This represents another step in the development of a social studies curriculum for the fifth grade. Written notations in the guide can be invaluable for further revision. Notation of special activities and materials for slow and accelerated learners will also be of great value.

E. G. Kellogg
Superintendent of Schools

ACKNOWLEDGMENTS

FIFTH GRADE SOCIAL STUDIES COMMITTEE

Mr. Gustave Stowe - Chairman	Principal, Jefferson
Mr. Harold Davies	Principal, LaFollette
Mr. William Jensen	Principal, Franklin
Mr. Howard Kumbier	Principal, Woodrow Wilson
Mr. William Noll	Principal, General Mitchell

Miss Myrtle L. Nyberg, Elementary Consultant
Mrs. Alice C. Maronn, English Language Arts and Social Studies Consultant
Mr. Robert L. Johnson, Director of Instructional Services

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Mrs. Pauline Raden	Longfellow
Mr. David Vogel	Principal, Madison

Acknowledgment is also made to the Wisconsin State Social Studies Committee under the direction of Emlyn Jones, University of Wisconsin, and Russell C. Mosely, State Department of Public Instruction, for the Conceptual Framework and the Scope and Sequence.

September, 1968

SOCIAL STUDIES FOR FIFTH GRADE

UNITED STATES

LIST OF BASIC INSTRUCTIONAL MATERIALS

I. MATERIALS SUPPLIED FOR EACH FIFTH GRADE CLASSROOM.

QUANTITY	TEACHERS EDITION	TITLE
1	None	Flags Of America Ideals Publishing
5	1	This Is Our Land Singer
5	1	Changing New World Silver-Burdett
3	Manual	Our Nation's Builders Merrill
5	1	The Story of Our Country Harper & Row
10	1	Trails To Freedom In American History Ginn
1	1	Your Country's History Ginn
2	1	Trail Blazers of American History Ginn
2	1	Your People And Mine Ginn

QUANTITY	TEACHERS EDITION	TITLE
10	1	In These United States Heath
1	None	How Our Government Began Benefic Press
1	None	White House: An Historic Guide A.C. McClurg
2	1	Great Names In American History Laidlaw
5	1	Our Country Laidlaw
1	None	Our Constitution and What It Means McGraw Hill
1	None	The Progress of the Afro-American Benefic Press
3	None	The Northeast Fideler
3	None	The South Fideler
3	None	Midwest and Great Plains Fideler
3	None	California and The West Fideler
1	None	Alaska Fideler
1	None	Hawaii Fideler

QUANTITY	TEACHERS EDITION	TITLE
3	None	Great Explorers Fideler
3	None	Colonial America Fideler
3	None	Great Americans Fideler
3	None	Transportation Fideler

II. MATERIAL SUPPLIED FOR EACH ELEMENTARY SCHOOL FOR USE IN FIFTH GRADE CLASSROOMS. (One set or copy per school)

QUANTITY	TITLE
1 copy	The Citizen And His Government - Teacher's Annotated Edition (Rienow)
1 item	World Time Dial
1 set	Aero/View Transparencies, AV 905 AV101 Population Density AV102 Climates AV103 Annual Precipitation AV104 American Indians AV105 Natural Vegetation AV106 Major Land Forms AV107 Settlement of Pre-Colonial America AV108 Fuel & Power AV109 Predominant Economies AV110 Major Cities and State Capitals AV111 Metals AV112 Drainage Basins AV113 Territorial Growth AV114 Statehood Granted AV115 Settlement of the West AV116 Transportation AV117 Average Temperature AV118 Outline Map, U.S. Physiographic Divisions AV119 Outline Map , U.S. with Streams AV120 Outline Map, U.S. without Streams
1 set	Set #1 Folk Songs in American History 6 color filmstrips - 6 12" records Early Colony Days Revolutionary War Workers of America In Search of Gold The South Civil War

QUANTITY	TITLE
1 set	Set #2 Folk Songs in American History 6 color filmstrips - 6 12" records Reconstruction and the West Immigration and Industrialization World War I 1920's and The Depression World War II Post War
1 set	Wisconsin Conceptual Transparencies TC 148-5 plus teachers guide. Wisconsin Highways, Air Routes, Railroads Pipelines Serve Wisconsin Major Overseas Trade Routes from the Port of Milwaukee Number of Sailings - Milwaukee
1 kit	SRA Kit: Organizing and Reporting Skills (Additional teacher handbooks)
1 set	Filmstrips - Maps, and How to Use Them with manual ME22 Elements of a Map ME23 Using Common Maps ME24 Maps of Physical Features ME26 The Globe ME27 Using the Globe ME28 Flat Maps of a Round Globe
1 set	Filmstrips - America's Progress Filmstrips with manual ME1001 The Age of Exploration ME1002 The American Indian ME1003 The American Colonies ME1004 Salem: Hub of Colonial Commerce and Culture ME1005 The Years of Revolution

QUANTITY	TITLE
	ME1006 Under a New Government
	ME1007 George Washington's Mt. Vernon
	ME1008 Jefferson and Monticello
	ME1009 Our National Capitals
	ME1010 New York: Growth of a City
	ME1011 River Boats and the Building of America
	ME1012 America Sails the Seas
	ME1013 Andrew Jackson's Hermitage
	90A Geographic Background
	ME1015 The Buffalo and Westward Expansion
	ME1016 Trails, Roads and Railroads
	ME1017 Golden Gate to the West
	ME1018 When Cotton was King
	ME1019 Lincoln: The Illinois Years
	ME1020 A Country Divided and Reunited
	ME1021 A Country Store
	ME1022 Currier and Ives' America
	ME1023 The Last Frontier
	ME1024 Land Of the Free
	ME1025 Industry Changes America
	ME1026 Education in America
	ME1027 The United States in the Pacific
	ME1028 The Airplane Changes America
	ME1029 The Statue of Liberty
	ME1030 Symbols of America
1 set	Teach-A-Charts - Maps of American History #c-105

QUANTITY	TITLE
1 each	Filmstrip - Sherman's March to the Sea Encyclopaedia Britannica Films
1 each	Filmstrip - The Reconstruction Period Encyclopaedia Britannica Films
1 each	Filmstrip - Where Clothes Come From Encyclopaedia Britannica Films
1 each	Filmstrip - Materials for Clothing Encyclopaedia Britannica Films
1 each	Filmstrip - How Cloth Is Made Encyclopaedia Britannica Films
1 each	Filmstrip - The Clothing Factory Encyclopaedia Britannica Films
	Products and Industries Sets (Filmstrips) Stanley Bowmar
1 set	Set 1 4146 How We Get Our Iron and Steel 4147 How We Get Our Copper 4148 How We Get Our Cotton 4149 How We Get Our Rubber 4150 How We Get Our Coal 4151 How We Get Our Aluminum
1 set	Set 2 4153 How We Get Our Coffee 4154 How We Get Our Glass 4155 How We Get Our Plastics 4156 How We Get Our Paper 4157 How We Get Our Sugar 4158 How We Get Our Oil

QUANTITY	TITLE
1 set	Set 3
	4167 How We Get Our Leather
	4168 How We Get Our Wool
	4169 How We Get Our Rayon
	4170 How We Get Our Gas
	4171 How We Get Our Electricity
	4172 How We Get Our Cement

III. MATERIALS AVAILABLE TO BE CHECKED OUT FROM THE EDUCATIONAL ADMINISTRATION CENTER ON A TEST OR PRE-VIEW BASIS. (One set for the school system)

QUANTITY	TITLE
1 each	Filmstrip - The Surface of the Land #81C
1 each	Filmstrip - Geographic Background #90A
1 kit	SRA Kit: Graph and Picture Study Skills Kit
1 kit	SRA Kit: Map and Globe Skills Kit
1 set	Filmstrips - Constitution of the United States (with Teach-A-Tapes)
1 set	Filmstrips - Man Learns to Govern Himself (with Teach-A-Tapes)
1 set	Filmstrips - The Growth of Our Nation (with Teach-A-Tapes)
1 set each	Time Line Cards -- Early Explorers Early Settlements Causes of the Revolution The Revolutionary War
1 kit	Principals and Ideals of American Life How Immigrants Contribute To Our Culture How Documents Preserve Freedom How Schools Aid Democracy How the American Economic System Functions How Money and Credit Help Us (Filmstrips and Books)
1 set	George Catlin's American Indians Printed Originals for Transparency

QUANTITY	TITLE
1 set	Overland Trails West Printed Originals for Transparency
1 set	Folk Songs of U.S.A. - a sound filmstrip set
1 set	Folk Songs of California and Old West - a sound filmstrip set
1 album	(North American Indian Songs
	(
1 book	(North American Indian Songs
1 album	(Sing and Dance with the Pennsylvania Dutch
	(
1 book	(Sing and Dance with the Pennsylvania Dutch
1 set	Filmstrips: Cities of Our Country with manual
1 set	Filmstrips: Brady's War Between the States - Civil War Documentary
1 set	Coronet Films (8mm): Living in Early America (Available with Super 8mm. Technicolor Projector) Life in the Jamestown Colony The Mayflower Voyage Puritan Family Life Boy of Colonial New England Life in the Southern Colonies Life on the Appalachian Trail A Frontier Outpost Life With a Wagon Train The California Gold Rush Pioneer Life in the Midwest

QUANTITY	TITLE
1 set	Filmstrips: Alaska: Frontier State Discovery and Development The Land and Its Resources The People and Their Way of Life Commerce and Industry
1 set	Filmstrips: Hawaii: The Island State Discovery and Development The Islands and Their Resources The People and Their Way of Life Commerce and Industry
1 set	Filmstrips: Then and Now in the United States Then and Now in New England Then and Now along the Main Street of the East Then and Now in the Appalachian Mountains Then and Now in the Great Lakes Waterway Then and Now in the Corn Belt Then and Now in the Midwest Dairy Lands Then and Now in the Old South Then and Now in the Cotton Belt Then and Now along the Lower Mississippi Then and Now in the Tennessee Valley Then and Now in Florida Then and Now in Texas Then and Now in the Rocky Mountains Then and Now on the Great Plains Then and Now in California Then and Now in the Pacific Northwest Then and Now in the Southwest Then and Now between the Western Mountains

QUANTITY	TITLE
1 pkg.	Transparencies: United States Growth and Expansion Unit I: European Colonization in N.Amer.(5) Unit II: The Westward Movement 1790-1900 (5) Unit III: Territorial Expansion (6) Unit IV: Transportation 1750-1960 (6) Unit V: Population Growth 1800-1960 (5)
	Series of Tapes: Famous Moments in History Come to Life (one each)
	HG51 - Journey to a New Land (2 parts)
	HG52 - America's First Colony New England is Settled
	HG53 - The Growing Storm of American Revolution The Revolutionary War Begins at Lexington
	HG55 - First President of the United States A Democracy Takes Shape
	HG56 - Settling West of the Appalachians (2 parts)
	HG57 - The Louisiana Purchase Traveling with Lewis and Clark
	HG59 - West on the Oregon Trail Settling the Northwest
	HG511- Early California The California Gold Rush

QUANTITY	TITLE
	HG512- Mr. Lincoln: Country Boy and Statesman (2 parts)
	HG513- Seeds of the Civil War (2 parts)
	HG514- The Civil War: Battles and Men (2 parts)
	HG515- The South Builds Again A Nation Reunited
	HG517 1929 - The Nation's Economy Plunges A Nation in Depression

IV. INSTRUCTIONAL EQUIPMENT AVAILABLE TO EACH FIFTH GRADE TEACHER AT EACH SCHOOL BUILDING.

1 - Overhead Projector per Classroom (Supplied through N.D.E.A. Title III Funds. Specifically for Fifth Grade Teachers)

Tape Recorder

Record Player

Filmstrip Projector

Movie Projector

Transparency Maker

Unit I. Natural Setting

- A. Location
    - 1. In the solar system
    - 2. On the earth
        - a. Meridians
        - b. Parallels
    - 3. On the Continent
- B. Climate
    - 1. Influencing factors
        - a. Latitude
        - b. Distance from water
        - c. Mountain barriers
        - d. Others
    - 2. Elements
        - a. Temperature
        - b. Precipitation
        - c. Wind
        - d. Barametric pressure
    - 3. Regional differences
        - a. Seasonal changes
        - b] Growing seasons
    - 4. Economic value
- C. Terrain
    - 1. Elements
        - a. Slope
            - 1 Plains
            - 2. Hills
            - 3. Mountains
        - b. Surface material
        - c. Arrangement
        - d. Dimensions
    - 2. Economic and esthetic value
- D. Water
    - 1. Distribution
        - a. River systems
            - 1. Effect of elevation
            - 2. Relation to precipitation
    - 2. Uses
        - a. Domestic
        - b. Industrial
        - c. Agricultural
    - 3. Problems
        - a. Purification
        - b. Pollution
        - c. Control dams
        - d. Depletion
        - e. Conservation
- E. Soil
    - 1. Distribution
    - 2. Occupational relationships
    - 3. Vegetation relationships
    - 4. Economic value
    - 5. Conservation

Unit II. Historical Development
  A. Pre-exploration cultures
    1. Indians of the eastern forests
    2. Indians of the plains
    3. Indians of the Southwest
    4. Indians of the Northwest

  B. European interest and effort
    1. Desire for water routes to the Indies
    2. Routes of explorers
      a. Spanish
      b. French
      c. English
      d. Others (Portugal)
    3. Claims of nations
      a. Spanish
      b. French
      c. English
      d. Others

  C. Settlements
    1. Reasons for founding
      a. Economic
      b. Political
      c. Religious
      d. Others
    2. Location
      a. Spanish
      b. French
      c. English
      d. Others
    3. Way of Life
      a. Homes
      b. Food
      c. Transportation
    3. Way of life
      a. Homes
      b. Food
      c. Clothing
      d. Industry
      e. Transportation
      f. Education
      g. Communication
      h. Government
      i. Beliefs and values
      j. Recreation

  D. Achieving Independence
    1. Precipitating factors
      a. Internal factors
      b. External factors
      c. Colonial Leaders
    2. War of independence
      a. Paul Revere's Ride
      b. Lexington & Concord
      c. Washington at Valley Forge
      d. Surrender at Yorktown
    3. Establishing a New Nation
      a. Continental Congress
      b. Declaration of Independence
      c. Articles of Confederation
      d. Constitution, formation & development
        1. Three Branches
        2. Bill of Rights

Unit III. National Community
- A. Government
  - 1. Colonial Origin
  - 2. National Birth-Declaration of Independence
  - 3. Organizational Structure
    - a. Legislative (Congress)
    - b. Executive (President & Cabinet)
    - c. Judicial (courts)
  - 4. National capital
    - a. Capitol
    - b. White House
    - c. Other governmental buildings
    - d. Shrines
    - e. Others
  - 5. Historical symbols and documents
    - a. Flag
    - b. National Anthem
    - c. Seal
    - d. Declaration of Independence
    - e. Constitution
    - f. Others - Statue of Liberty

Unit IV. National Growth
- A. Components of a democratic country
  - 1. Individual
  - 2. Families
  - 3. Villages
  - 4. Towns
  - 5. Cities
  - 6. Counties
  - 7. State
- B. The functioning of governmental organizations
  - 1. Organizational structure of government
  - 2. Relationship of local, state & federal units.
- C. Sociological and Cultural Growth
  - 1. Cultural influences
  - 2. Contributions
- D. Westward Movement
  - 1. Explorations & Settlements
    - a. New Routes - Wilderness Road & Oregon Trail
    - b. New Settlements - Boonesborough Kentucky, etc.
  - 2. Additions to the Nations
    - a. Territory added
      - 1. Northwest Territory
      - 2. Louisiana Territory
      - 3. Gadsden Purchase
      - 4. Florida
      - 5. Alaska
      - 6. Oregon Territory
    - b. Means of acquisition
      - 1. Treaty
      - 2. Purchase
      - 3. War
    - c. Statehood
- E. The Civil War
  - 1. The causes
    - a. Different ways of life
      - 1. North - Industrial
      - 2. South - Plantations
      - 3. Slavery
    - b. Disagreements
      - 1. Tariff
      - 2. States Rights
      - 3. Secession
      - 4. Admission of New States

- 2. The War
  - a. Leaders
  - b. Important battles
  - c. Physical & psychological results
- 3. The Nation Unites Again
  - a. Amendments
  - b. Reconstruction

F. Industrial Revolution

- 1. Development of Industry
  - a. Resources
  - b. Invention
    - 1. Communication
    - 2. Transportation
    - 3. Machinery
  - c. Representative industries
    - 1. Textile
    - 2. Steel
- 2. Effects of Industrialization
  - a. Labor
    - 1. Growth
    - 2. Organizations
  - b. Growth of Cities

G. Types of Industry

- 1. Extractive
  - a. Mining
  - b. Fishing
  - c. Lumbering
  - d. Agriculture
- 2. Fabricating
  - a. Factory System Organization
    - 1. Capital
    - 2. Resources
    - 3. Labor
    - 4. Management
    - 5. Concentration of machines
    - 6. Automation
  - b. Examples of Fabricating Industries
  - c. Purpose for Fabricating Industries
- 3. Distributive Industries
  - a. Distribution & Sales
  - b. Transportation
  - c. Communication

Unit V. National Trends

A. Technological Trends

- 1. Automation
- 2. Cybernetics (Computerizatio
- 3. Atomic & Solar Energy
- 4. Space Technology
- 5. Food production
- 6. Travel
- 7. Others

B. Socio - Economic Trends

- 1. Urban renewal
- 2. Racial differences
- 3. Education
- 4. Welfare Programs
- 5. Leisure Time
- 6. Population
- 7. Value changes

The time schedule has tentatively been planned to allot enough time to develop the concepts thoroughly. However, realizing there are individual differences, the teacher's good judgment should be the ultimate guide.

Suggested time schedule:

I.	Natural Setting	Six Weeks
II.	Historical Development	Eight Weeks
III.	National Community	Six Weeks
IV.	National Growth	Thirteen Weeks
V.	Trends	Three Weeks

It is hoped that the units will provide a sound foundation for life-long social studies learning and permit each pupil to function successfully within his range so that he will acquire basic concepts, understandings, and skills.

1.

CONCEPT

The United States occupies a uniquely located part of the rotating spherical earth and is related to all other nations in terms of size, distance, direction, and time.

CONTENT

I. Natural Setting
  A. Location
    1. In the solar system
    2. On the earth
      a. Meridians
      b. Parallels
    3. On the continent

BEHAVIORAL OBJECTIVES	ACTIVITIES
	The pupils will keep a running notebook of important data accumulated through these units.
A. The pupil is to be able to locate and label on a map the continents, the United States in relation to the continents, hemispheres, the Prime Meridian, equator, the Tropic of Cancer, and the Tropic of Capricorn.	AA. The teacher will list the following vocabulary words on the board: continents, United States, hemispheres, the Prime Meridian, the equator, the Tropic of Cancer, and the Tropic of Capricorn, and the pupils will locate these places on a large wall map and in their atlases. This vocabulary list should be placed and kept in their notebooks.
B. The pupil is to be able to define orally and in writing: solar system, continents, hemisphere, equator, Prime Meridian, rotation, and revolution.	BB. The pupils are to add the additional vocabulary to their notebooks (solar system, rotation, revolution) and write a meaningful definition for all words listed. BB. Find where the United States is located in relation to the Prime Meridian. Definitions should be arrived at through discussion and/or through the observation of visual media such as a planetarium.
C. The pupil will be able to arrange the items in an address in order beginning with the name and ending with the universe.	CC. Discuss: "Where in the world are you?" Review vocabulary: continent, hemisphere, Prime Meridian, equator, and solar system.

RESOURCES	EVALUATION
AA. Macmillan, Living in the Old World, pp. 2-3 AA. Singer, This is Our Land, (Glossary) p. 9	A. On distributed desk maps, the pupils will locate places listed in the vocabulary. Save desk maps in notebooks for future use.
BB. Singer, This is Our Land, p. 9	B. Matching quiz on vocabulary terms
CC. Supplement, "Where in the world are you?" (Activity on page 2 of this supplement) Filmstrip, Using the Globe, ME-27, Frames #13-15, Prime Meridian	C. Provide each child with a scrambled address. Pupil must unscramble.

3.

BEHAVIORAL OBJECTIVES--Continued

D. The pupil is to be able to demonstrate the relationship between the tilt of the earth and the seasons by using the globe and flashlight.

The pupil will be able to diagram (on paper) the relationship between the tilt of the earth and the seasons with 100% accuracy.

ACTIVITIES--Continued

DD. Discuss: "How long is it light enough to play outside?"
  - a. Difference between night and day: rotation, axis. Time differences.
  - b. Shorter days as winter approaches: revolution, seasons, Tropic of Cancer, Tropic of Capricorn, equinox, tilt of the earth $(23\frac{1}{2}^{\circ})$, sun rays
  - c. Diagram the tilt of the earth in relation to the seasons.

……

CONCEPT

A diagram of the classroom including a grid used to locate desks, etc., is a type of map which can be compared to a map used to locate the United States.

(Geography)

CONTENT

BEHAVIORAL OBJECTIVES

A. The pupil must be able to plot specific points using a grid.

ACTIVITIES

AA. Show filmstrip to introduce the term "grid" and its importance in locating places on maps.

RESOURCES--Continued

DD. Show filmstrip

Filmstrip, Flat Maps of a Round Globe, ME-28, Frames 1, 2, 27, 29 (rest too difficult)

Filmstrip, Flat Maps of a Round Globe, ME-28, Frame 29 (rest too difficult) Using frame 29, call attention to the lines, "What are these lines for?"

EVALUATION--Continued

D. Given a diagram of earth positions, the pupil will label the positions with the appropriate season in the northern hemisphere with 100% accuracy.

……

RESOURCES

AA. Filmstrip, Using Common Maps, ME-23, Emphasize frames 21-26

EVALUATION

A. Given a grid, the pupil will be asked to plot specific points as indicated by the teacher. Grid activities in supplement packet could be used.

5.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
	AA. Make a grid on your classroom floor by marking off in four foot intervals the desk area of the room. Label these marks A, B, C, etc. Do the same with the width of the room labeling these marks 1, 2, 3, etc. This grid forms a series of crisscross lines which can be useful in determining the location of desks, etc. in the classroom. Locate the pupils' desks, etc. within the squares by means of the A, B, C, - 1, 2, 3, index . Using an overhead projector, a 3/4 grid transparency, and a grease pencil, locate various pupils' desks. Then project the 3/4 grid transparency on a wall map of the world and locate various places using grid coordinates.
B. The pupil is to be able to demonstrate the similarity between a basic grid pattern and the grid on a flat world map.	BB. Compare various kinds of maps to note the basic grid plan and see within which grid components the U. S. is located.

……

RESOURCES--Continued

AA. Floor map of classroom made on transparency to use with overhead projector
Road maps

EVALUATION--Continued

B. Pupils will verbally pinpoint various places on the map.

7.

CONCEPT

A diagram showing the arrangement of the neighborhood is a type of map. Directions and distance and avenue of travel can be shown on these diagrams.

(Geography)

BEHAVIORAL OBJECTIVES

A. Pupils will trace a given route on an individual diagram and list the directions and distance the route takes.

CONTENT

ACTIVITIES

AA. Select main streets relative to locality. Show how the crisscross of the streets forms a grid in the village for locating buildings as the grid on the floor in the room was used for locating objects in the room.

AA. Place 1/4" grid transparency over community map. (Note how it becomes easier to locate places.)

AA. Have pupils trace a route on the transparency telling class directions and distance they are traveling.

RESOURCES

AA. Map of the area of community near the school made on transparency
1/4 grid transparency
Ditto of community

EVALUATION

A. Pupils will trace a given route on an individual diagram listing the directions and distances traveled.

……

CONCEPT

The United States occupies a uniquely located part of the rotating spherical earth and is related to all other nations in terms of size, distance, direction, and time.

BEHAVIORAL OBJECTIVES

A. Pupil will verbally compare the size of the United States to other stated nations.

B. Pupils will verbally state directions and distances of given nations from the United States.

CONTENT

ACTIVITIES

AA. Use the 3/4 grid transparency and project this image on a world wall map. Compare size of U. S. and other countries.

BB. Using wall maps and desk atlases, class will state directions and distance of given nations from the United States.

……

CONCEPT

Line symbols are used for locating accurately areas of the world. The comparative position of the United States on the earth with respect to the other nations or with respect to the Poles and the equator may be shown. Maps of the United States and various states are often shown with different scales.
(Geography)

BEHAVIORAL OBJECTIVES

A. Pupils will label the terms latitude, longitude, equator, Tropics of Cancer and Capricorn, Prime Meridian, and North and South Poles on an outline map.

CONTENT

ACTIVITIES

AA. Locate on globe and in atlases: equator, parallels and meridians, Poles, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and a number of parallels and meridians.

RESOURCES	EVALUATION
AA. 3/4 grid transparency in supplement Wall map of world	A. Pupils will verbally compare size of the United States to other nations.
BB. Wall map Desk atlas	B. Pupils will verbally state directions and distances of given nations from the United States.

. . . .

RESOURCES	EVALUATION
AA. See Teacher's Supplement, Exercises Using the Globe, Rand McNally, pp. 4-6	A. On an outline map, pupils will label in the appropriate places the terms latitude, longitude, equator, Tropics of Cancer and Capricorn, Prime Meridian, and North and South Poles.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
	AA. Add the new vocabulary to vocabulary lists, and add the new labels to the desk map the pupils are keeping in their notebooks. (Latitude, longitude, North Pole, South Pole.)
B. Given a wall map and atlases, the pupil is to be able to locate specific areas of the world using lines of latitude and longitude.	BB. Using wall maps and atlases, give the latitude and longitude of specified cities. BB. Duplicate the exercises on latitude and longitude and through group work, have the pupils locate the places called for.
C. Given a grid, the pupil is to be able to map a pattern using degrees of latitude and longitude.	CC. View filmstrips to review vocabulary. CC. Using degrees of latitude and longitude, map pattern onto grid. Begin by illustrating the location of the first few points using the overhead projector and transparency provided. Then pupils should complete marking points and connect the marked points.
D. The pupil is to be able to use a string on a globe to find the shortest distance between two given points.	DD. Filmstrip to develop the use of map symbols and scale of miles. DD. Introduce the term "great circle route," and view filmstrip for clarification. DD. View filmstrip. Follow-up activities: 1. Using a string and the scale of miles, find the shortest distance between a number of places on the globe. 2. Using various sized globes, note the difference in scale of miles.

RESOURCES--Continued	EVALUATION--Continued
AA. Heath, *In These United States,* pp. 17-21	
BB. Teacher's Supplement, #2, 3	B. Given degrees of latitude and longitude and using a desk atlas, the pupil is to give the correct city.
CC. Filmstrip, *Using the Globe,* ME-27, Stress frames 25-26	C. Pupils will check their pattern against a key for accuracy, making corrections if necessary.
CC. Teacher's Supplement, "Grid Activity," "Graphing," "South America, #6 + 14" Transparency grid	
DD. Filmstrip, *Elements of a Map,* ME-22, Scale of Miles and Legend	
DD. Filmstrip, *Using the Globe,* ME-27, Frames 27-33, *Great Circle*	D. The pupil will find the shortest distance between two given points by using a string on a globe.
DD. See the Teacher's Supplement, *Exercises Using the Globe,* pp. 7-9	

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
E. With a desk atlas, the pupil is to be able to figure accurately the distance between designated cities using a scale of miles.	EE. Using an atlas, practice finding the distance between given cities, i.e., Chicago-San Francisco, Juneau-Dallas.
F. Given an outline map, the pupils will locate, label, and give the significance of the International Date Line.	FF. Locate the International Date Line, and label it on the outline desk maps being kept.
G. The pupil is to be able to verbally identify the different time zones, using the U. S. as an example with its Eastern, Central, Mountain, and Pacific time.	GG. Using the World Time Dial, practice finding different times. (Example: We start school at 8:30 a.m. What are the people in California doing?)
H. The pupil is to be able to locate the U. S. in relation to the Tropics and the Polar regions and describe the various modes of dress and shelter relative to a given latitude belt.	HH. Review vocabulary: Tropic of Cancer, Tropic of Capricorn, equinox, tilt of the earth ($23\frac{1}{2}^{\circ}$), sun rays. (Use map, desk maps, and planetarium.)
	HH. Through discussion determine the latitude belts and how the people in these latitude belts would dress, live, work, eat. (A comparison would be a challenge for a faster group.)

RESOURCES--Continued

FF. Filmstrip, Using the Globe, ME-27, Frames 23-24

GG. World Time Dial #16

HH. Planetarium

HH. Macmillan, Living in the Old World, pp. 5-7, 12-13

HH. Laidlaw, Our Country, pp. 10-27 (Overview of how geography affects our lives. Lead into next chapter.)

EVALUATION--Continued

E. The pupil will be given ten sets of cities and be required to find the distance between them. (Give or take 50 miles.)

F. Given an outline map, the pupils will locate, label, and explain the significance of the International Date Line.

G. The teacher will provide problems such as the one given in the illustration, and the pupils will give the correct times. (An example might be the "late" broadcast of baseball games played in California.)

UNIT EVALUATION

Given a blank outline desk map, the pupils will correctly label the given items. The pupils will also match vocabulary words and definitions.

H. The pupil is to determine the latitude belts on a flat map. The teacher will have the pupils label the latitude belts.

CONCEPT

Region refers to an area which is de-limited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics.

CONTENT

B. Climate
  1. Influencing factors
    a. Latitude
    b. Distance from water
    c. Mountain barriers
    d. Others
  2. Elements
    a. Temperature
    b. Precipitation
    c. Wind
    d. Barometric pressure
  3. Regional differences
    a. Seasonal changes
    b. Growing seasons
  4. Economic value

BEHAVIORAL OBJECTIVES

A. Pupils will define in writing the terms "weather" and "climate."

B. The pupil will be able to verbally explain the function and use of special purpose maps such as rainfall, population, vegetation, physical, political, etc.

ACTIVITIES

AA. Differentiate between the terms "climate" and "weather" by looking the words up and comparing meaning.

How has continuous recording of weather conditions helped us to understand climate?

BB. Study and discuss the special purpose maps in the atlas as listed under resources. Stress the physical map for information.

BB. View filmstrip.

RESOURCES

AA. Dictionary

BB. Singer, This Is Our Land, pp. 1-9

BB. Atlas, pp. 12, 42-44

BB. Macmillan, Living in the Old World, pp. 14-21

BB. Filmstrip, Maps of Physical Features, ME-24

EVALUATION

A. Given two definitions, the pupils will tell in writing which is "weather" and which is "climate."

B. Given special purpose maps, the pupil will explain what information the map is conveying and its use.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
C. The pupil is to be able to identify in writing at least three factors that influence climate within the latitude belts.	CC. Discuss what factors may influence climate within the latitude belt. (Oceans or water bodies, altitude, land cover, winds, and moisture.) Use atlas, p. 42, map 1. Discuss using 40° N Latitude. 1. Describe the climate where you live. 2. Tell some of the things you can do because of your climate. 3. Tell some of the things you can't do because of your climate. *Select a place you would like to visit and find out all you can about its climate. (Follow the same line of development as above.)
D. The pupil is to be able to construct separate charts showing the different areas of the U. S., and how the climate there affects vegetation and the activities of man. (Areas could be North, South, East, West, or interesting variations.)	DD. Divide into groups to make a depth study of one of the following to report to the class: A. Effects of climate on man B. How climate causes world trade C. Relationship of climate to: 1. Fruit and truck farming in the United States 2. Dairy farming in the United States 3. Feed, grain, and livestock farming in the United States 4. Non-farming in the United States 5. Cotton farming in the United States 6. Ranching and grazing in the United States On the basis of the reports given, keep a running chart indicating the effect of climate. Remove the chart after all reports have been completed.

*ENRICHMENT ACTIVITY

RESOURCES--Continued

CC. Macmillan, Living In the Old World, pp. 6-13
Atlas

DD. Macmillan, Living In the Old World, pp. 6-13
Atlas, Special purpose maps
Laidlaw, Our Country, pp. 10-27
Fideler, Books used in relation to topics taken

EVALUATION--Continued

C. The pupil is to list at least three of the factors that influence climate within a latitude belt.

D. Each pupil is to construct a chart, similar to the class chart telling how the climate of at least three regions affects vegetation and activities or occupations of man.

REGION	VEGETATION	OCCUPATION	RECREATION
New York (Industrial)			
Iowa			
Nevada			

CONCEPT

The United States has many natural features formed by the forces of nature.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list in writing at least three forces that helped to form the natural features of the earth and tell how these forces helped form the features.

Content

C. Terrain
  1. Elements
    a. Slope
      1. Plains
      2. Hills
      3. Mountains
    b. Surface material
    c. Arrangement
    d. Dimensions
  2. Economic and esthetic value

ACTIVITIES

AA. Set up a model erosion board to demonstrate the power of wind and water to change terrain.

AA. As a class activity, construct a chart showing how the forces within the earth and the forces outside the earth have changed the surface of the earth. Through discussion add to and complete the following:

Force	Result
Wind	Wearing away of landforms
Water	Canyons, Rivers, etc.
Ice-Glaciers	Finger Lakes
Volcanic Action	Hawaii
Faulting	Building of Mountains

Stress cause - effect relationships. Pupils should record charts in notebooks.

AA. Obtain pictures to distinguish the various types of plains (desert pavement, flood plain, coastal plains, etc. - these are pictured on the Nystrom charts also). Hills (eroded, foothills, etc.) and mountains (old, new, block, volcanic, and folding).

RESOURCES

AA. Teachers supplement - Glaciers
Glaciers, Model of Volcano - Science Life
Grade 5

EVALUATION

A. The pupil will list in writing at least three forces tha helped to form the natural features of the earth and tell how these forces helped form the features.

BEHAVIORAL OBJECTIVES--Continued

B. The pupil will be able to list in writing the major natural features found in the U. S.

ACTIVITIES--Continued

BB. Relate to pupil vacation trips and using a wall ma locate natural features such as mountains, plateau hills, deserts, lakes, rivers, etc. Briefly discuss and list the natural features on the board. Pupils will record list in notebooks allowing space for symbols that will be introduced later.

. . . .

CONCEPT

Each **natural feature** is located on the earth a particular distance and in a particular direction from the other. (Geography)

CONTENT

BEHAVIORAL OBJECTIVES

A. The pupil will be able to locate and correctly name at least 3 natural features and orally state the direction one has in relation to the other.

ACTIVITIES

AA. Play a map game using directions: "From San Francisco I flew northeast to a large city on a big lake. Then I went southeast to a long peninsula. Where would I be?" Have pupils compose mystery directions to present to class. On a few directions, estimate the distance using a scale of miles.

*ENRICHMENT ACTIVITY

AA. Encourage pupils to bring in pictures showing landforms or terrain found in the United States. Place a map of the United States on center of bulletin board and place pictures around the map connected by means of yarn to areas within the United States to show relative location of different landforms. (opaque projector) - Begin file. Discuss Direction - Note the rivers and lakes in relation to land formation.

RESOURCES--Continued	EVALUATION--Continued
BB. Physical map of U.S.	B. On a given test, the pupil will be able to list in writing the major natural regions found in the U.S.

. . . .

RESOURCES	EVALUATION
AA. Physical - political map of U.S. and desk atlas.	A. The pupil will locate and correctly name at least 3 natural features and orally state the direction one has in relation to the other.

CONCEPT	CONTENT
Natural features may be recorded and studied on maps using different symbols to show the altitude of the land.	

BEHAVIORAL OBJECTIVES	ACTIVITIES
AA. The pupil will be able to orally interpret a physical map by using the key and symbols to locate different natural features.	AA. Take an imaginary trip using filmstrip. Call attention to the natural features as they look in "reality." After the filmstrip, relate the pictures of landforms to the abstract way they are represented on a physical map.
	AA. Help pupils gain understanding of how symbols are used on maps to indicate differences in terrain by showing the filmstrip, Maps of Physical Features. Following viewing, have pupils make illustrations to show how altitude may be recorded on maps. Place symbols next to vocabulary in notebooks.
	AA. Show transparency on landforms and discuss.
BB. The pupil will be able to make a desk size physical map of the U. S.	BB. Distribute individual desk maps and have pupils record the following features: mountains, hills, plains, **tablelands** or plateaus. Through discussion develop a key for the map. Stress the importance of map keys.
	BB. Observe several physical maps of the U. S. and note the variation of keys. Discuss why different keys can be found and still be useable.

. . . .

RESOURCES	EVALUATION
AA. Filmstrip: Geographic Background 90 A (S.W.) Physical map of the United States	A. When asked, the pupil will locate various nat features on a physical wall map of the U. S. Scouts)
AA. Filmstrip: Maps of Physical Features ME-24	
AA. Transparency - Landforms #106	
BB. Individual desk maps	B. Using an atlas as a guide, the pupil will mak physical map of the U. S.
BB. Physical maps in various texts	

……

CONCEPT

The distributional arrangement of population is interrelated to selected geographical elements or natural features.

BEHAVIORAL OBJECTIVES

AA. The pupil will be able to give two written examples of how population density is related to geographic features.

CONTENT

ACTIVITIES

AA. Using transparency, discuss the four classifications and characteristics of landforms, how man has used the four types, and effect of landforms on distribution of population.

** Divide class into groups to do research on the surface features in the United States of greatest interest. Find relationship to early history density of population, industry, etc.

RESOURCES

AA. Transparency - Landforms - #106

Use together
Population - #101
Physiological Divisions - #118

EVALUATION

A. The pupil will list in writing two examples of how population density relates to geographic features.

; . . . .

CONCEPT

Different occupiers of the land, including the Indians and Europeans, have applied knowledge, tools, and ways of working to the natural habitat. As each group of settlers discovered and appraised the natural elements, they developed differing ways of living and working which have changed from time to time during the history of the country.

CONTENT

D. Water
    1. Distribution
        a. River systems
            1) Effect of elevation
            2) Relation to precipitation
    2. Uses
        a. Domestic
        b. Industrial
        c. Agricultural
    3. Problems
        a. Purification
        b. Pollution
        c. Control dams
        d. Depletion
        e. Conservation

BEHAVIORAL OBJECTIVES

A. Pupils should be able to construct a chart class showing the used of water in the home, industry, and agriculture.

ACTIVITIES

AA. Develop class chart to show use of water in the areas of home, industry, and agriculture. Begin chart in class and have pupils complete for discussion later. Pictures could be shown or drawn to illustrate these uses. Place in notebooks.

AA. Introduce the idea of living in a world in which suddenly no water is available. Have pupils write creative stories based on a theme in which water is unavailable.

RESOURCES

AA. Macmillan, Science Life, Grade 5, pp. 219-223

EVALUATION

A. Pupils are to construct a chart showing the uses of water in home and industry.

……

21.
CONCEPT

The distribution of water depends upon the topography and the atmospheric conditions.

CONTENT

BEHAVIORAL OBJECTIVES	ACTIVITIES
A. The pupil is to be able to explain verbally the relationships between distribution of water and type of terrain.	AA. Utilize transparencies and desk atlases to point out certain terrain and distribution of rainfall, streams, rivers, and lakes. Through inductive discussion procedures, draw out relationships between terrain and water distribution.
	AA. Discuss: "If you were a pioneer heading West (with an inventive mind), what kind of land would you have selected to settle on?" (Draw through discussion that the availability of natural resources was of prime concern - stress water.)
	AA. Discuss: "In what ways have the rivers and lakes in the United States been advantageous and adverse to man?"
B. The pupil is to be able to describe verbally the effect of terrain on the direction of a river's flow.	BB. Using transparencies demonstrate how the continental divide has influenced the flow of rivers. Establish the meaning of the term "continental divide" as this is new terminology for grade 5.

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RESOURCES	EVALUATION
AA. Transparencies Major Land Forms, #106 Stream Outline Map, #119 Transportation, #116 Annual Precipitation, #103 Drainage Basins, #112	**A. Various pupils will be able to explain verbally the relationships between distribution of water and type of terrain.**
BB. Transparency Major Land Forms, #106	**B. The pupil will describe orally the effect of terrain on the direction of a river's flow.**

……

23.

CONCEPT

Because of limited resources and man's ever-increasing needs, each community must make the wisest possible use of all its human and natural resources.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to list in writing three increasing needs of today's society that are draining and polluting our natural water supply.

CONTENT

ACTIVITIES

AA. General reading and research on man's use of water and the resulting problems.

AA. Discuss and list on board ways in which man uses water and resulting problems.
Example:
1. Drinking and purification
2. Irrigation and pollution
3. Industry and pollution
4. Waste disposal and pollution
5. Others

AA. Pupils should copy list for their notebooks

AA. Discuss the following:
1. If you had to reduce the amount of water you use each day from 300 quarts to 50 quarts, how would you do it?
2. Should factories be permitted to pollute the water with wastes if people seldom fish there and no community is using the rivers and lakes for a water supply?

……

RESOURCES

AA. Science Life, Grade 5, pp. 221-229

EVALUATION

A. On a given test, pupils will list in writing three increasing needs of today's society that drain and pollute our natural water supply.

25.

CONCEPT

Every community encounters problems in providing certain public services.
(History)

There are national and state laws as well as community rules and regulations.
(Political Science)

CONTENT

BEHAVIORAL OBJECTIVES

A. Pupils will verbally state several problems that communities encounter in providing public water services.
Example:
1. Water distribution
2. Water purification
3. Waste disposal
4. Others

B. The pupil will be able to prepare and give an oral report making use of at least two resources, putting the material into the pupil's own words, proofreading, and employing oral speaking skills such as eye contact, articulation, etc.

ACTIVITIES

AA. Divide the class into groups. Each group will choose one of the topics below and find information on it. Each group may report to the class in whatever way it chooses (tape recording, pictures, charts, or graphs with oral reports).
1. Community water distribution
2. Water purification
3. Waste disposal
4. Water drainage
5. Sources of water

BB. Review skills related to presenting oral reports.

RESOURCES

AA. Macmillan, Science Life, Grade 5, Chapter 9

AA. Encyclopedias

AA. The Wonder of Water, (Supplementary packet)

EVALUATION

A. Pupils will state orally three problems that communities encounter in providing public water services.

B. The pupils will present the report making use of at least two resources, putting the material into his own words and employing the oral speaking skills such as eye contact and articulation.

BEHAVIORAL OBJECTIVES--Continued

C. Pupils will be able to state verbally two examples of government water controls and regulations.

ACTIVITIES--Continued

CC. Expanding the information from reports, discuss the controls government has instituted relative to water and its use.

CC. Teacher with pupil assistance will develop a summary outline of major points covered in reports and discussion.

CC. Pupils will copy this outline and place in their notebooks.

……

CONCEPT

While abundant natural resources alone do not insure a high standard of living, unequal distribution of natural resources has been a contributing factor to "pockets of poverty" in all stages of American development.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define in writing the term"standard of living."

B. Given a list of soil groups pupils will be able to place these correctly on an outline map.

C. Given a list of vegetation groups, pupils will be able to place these correctly on an outline map.

CONTENT

E. Soil
    1. Distribution
    2. Vegetation relationships
    3. Occupational relationships
    4. Economic value
    5. Conservation

ACTIVITIES

AA. Use encyclopedia to discover definition of"standard of living." Place in notebooks.

BB. Use transparency to show soil group locations. Pupils fill in an outline map of soil group locations.

CC. Show transparency on vegetation, #105. Compare to soil transparency. Discuss how soil relates to vegetation in given areas.

RESOURCES--Continued	EVALUATION--Continued
CC. Pupil reports Wisconsin Blue Book Macmillan, Science Life, Grade 5, pp. 224-229	C. Pupil will state two examples of government water controls and regulations.

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RESOURCES	EVALUATION
AA. World Book Encyclopedia	A. Pupils will be able to write the definition for the term "standard of living."
BB. Transparency on soil groups (Supplementary packet)	B. Pupils will be able to correctly place a given set of soil groups on an outline map.
CC. Vegetation transparency, #105. Soil transparency (Supplementary packet)	C. Pupils will be able to correctly place a given set of vegetation groups on an outline map.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
D. Pupils will be able to list in writing five major crops and the area of the nation in which these crops are grown.	DD. Pupils will do general reading and note-taking to determine what the major crops of the U. S. are and where they are grown. Encourage pupil to utilize a definite note-taking form.
E. Pupils will be able to state verbally areas of the nation in which crops of economic value are not grown.	EE. On U. S. outline transparency, teacher will delimit major crop growing areas and have pupils note the remaining less-productive areas.
F. Pupils will be able to compare verbally productive growing areas to poor ones and state the main reason for this difference.	FF. Discussion of productive and less-productive farm areas in the U. S. to draw forth reasons for these differences.
G. Pupil will state verbally the two word definitions of"conservation." H. Pupils will list in writing four ways in which man wisely preserves and uses his soil.	GG, HH. Class will listen to a pupil prepared report on conservation of soil. Discuss the report and list and describe on the board those ways in which man wisely preserves and uses his soil. Record in notebooks. (Stress the definition of "conservation.")

RESOURCES--Continued	EVALUATION--Continued
DD. Harper Row, The Story of Our Country, See index, p. 409 Singer, This Is Our Land, Index, p. 467 Heath, In These United States, Index, p.482 Silver Burdett, The Changing New World, Index, p. 413 Fideler Books, See section on Farming	D. Pupils will list in writing five major crops and tell the location in which these crops are grown.
EE. Outline map of U. S., (Transparency in supplementary packet)	E. Pupils will state the areas of the country in which crops of economic value are not grown.
FF. None	F. Pupils will be able to state verbally the difference between the major growing areas and the less-productive ones.
GG, HH. World Book Encyclopedia	G, H. Using the two word definitions, the pupil will list in writing four ways in which man wisely preserves and uses his soil.

……

31.

CONCEPT

Our knowledge of primitive cultures comes from the artifacts rather than the written word.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to define "artifact" and recognize pictures of artifacts as such.

B. Through discussion, the pupil should be able to give three verbal examples of how we have learned about primitive cultures through artifacts rather than through the written word.

CONTENT

II. Historical Development
    A. Pre-exploration cultures
        1. Indians of the eastern forests
        2. Indians of the plains
        3. Indians of the Southwest
        4. Indians of the Northwest

ACTIVITIES

AA. Given a picture of a crude tool such as an ax, the pupils will discuss what they think the people were like that used this tool. Through this discussion, the word "artifact" should be introduced and defined. The pupils will then add the word "artifact" to their vocabulary lists.

BB. Discussion: "How do we know about the Indian?" (Through artifacts rather than written record)

Pupils should be able to support statements by using information gained from their readings.

……

RESOURCES	EVALUATION
AA. Dictionary	A. The pupil will be able to define verbally the word "artifact" and given some examples, he will be able to identify artifacts when shown pictures.
BB. Ginn, Trails to Freedom, 1967, pp. 9-17 Singer, This Is Our Land, 1963, Chapter 2 Heath, In These United States, 1965, pp. 47-61 Harper Row, The Story of Our Country, 1965, Chapter 1	B. The pupil will give three verbal examples of how we have learned about primitive cultures through artifacts.

CONCEPT

New civilizations often begin with re-distribution of people.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to orally define migration and give at least three examples of migration such as the Europeans to America and the migrant workers of today.

B. Through observation and discussion of a map and tracing the routes of the first Indians to the New World, the pupil will be able to chart such a course on individual desk maps. C-L.

CONTENT

ACTIVITIES

AA. Introduced to the term "migration" the pupils will determine the meaning and give examples of migrations that have taken place to the U. S. in past decades.

BB. Initiate for discussion: "Challenge: Given point X as base location (Asia Minor), how would you 'migrate' to Wisconsin? Assume that this was during the Stone Age."

BB. Trace the route on physical desk maps.

……

CONCEPT

Although different in appearance, the Indians lived in families and communities and carried on many activities similar to those of the white settlers.

(Anthropology)

BEHAVIORAL OBJECTIVES

A. The pupil will be capable of paralleling the basic needs of the Indians and those of the white settlers by comparing, in writing, the activities of each and stating the similarities as well as the differences.

CONTENT

ACTIVITIES

AA. Through discussion, compare the different ways of life of Indians of the eastern forest, plains, southwest, and northwest including such things as food, shelter, clothing, customs, need to communicate, etc.

AA. Use dioramas to illustrate Indian cultures and life.

RESOURCES

AA. Dictionary
Teach-A-Chart, #105, 106

BB. Ginn, Trails to Freedom, 1967, pp. 18-35
Harper Row, The Story of Our Country, 1965, p. 20
Merrill, Our Nation's Builders, 1966, pp. 1-4
Physical map of world

EVALUATION

A. The pupils will verbally give examples of migration.

B. The pupils will chart the course of the Indians to the New World. The charting will be done on an outline desk map of the world.

. . . .

RESOURCES

AA. Doubleday, North American Indians, 1963
AA. Filmstrip, The American Indian, ME-1002
AA. World Book Encyclopedia
AA. Fideler, Colonial America

EVALUATION

A. The pupil will make a written chart to be placed in their notebooks, paralleling the basic needs of the Indians with those of the white settlers

BEHAVIORAL OBJECTIVES--Continued

B. The pupil will be able to list in writing three phases of our culture that were derived from our American Indian heritage.

ACTIVITIES--Continued

AA. Continuing discussion, the pupils will note the ways the white settlers met their basic needs and begin a class chart paralleling these needs to those of the Indians.

BB. Through discussion and research, the class will answer the following question by working in groups:
"What is our American Indian Heritage?"
(Many Indian words have been adopted and many art forms such as fold literature, music, and poetry. Half of our national farm produce consists of plants domesticated by the Indians.)

CONCEPT

Different occupiers of the land, including Indians and Europeans, have applied ingenuity, knowledge, tools, and ways of working to the natural habitat.
(Geography)

CONTENT

BEHAVIORAL OBJECTIVES

A. The pupils will be able to orally compare and contrast how the different Indian tribes were able to apply their knowledge to meet their specific needs giving at least three examples.

ACTIVITIES

AA. Discuss the ways in which the land and climate and available natural resources affected the way the Indians lived and obtained their food. (Differences in names, dress, food, tools, activity, and travel.)
While the discussion is taking place, the teacher could list the contributions on the board in chart form to be copied by pupils in their notebooks.

WOODLAND INDIANS	PLAINS INDIANS	NORTHWEST FISHERMEN	SEED GATHERERS	SOUTHWEST INDIANS

RESOURCES--Continued

EVALUATION--Continued

B. The pupil will be able to list at least three phases of our culture that were derived from the American Indian.

. . . .

RESOURCES

AA. Filmstrip, The American Indian,
ME-1002

AA. Singer, This Is Our Land, 1963,
pp. 18-35
Heath, In These United States, 1965,
pp. 47-53

AA. Transparencies
American Indian, #104
Climates, #102
Temperature, #117
Drainage Basin, #112
Annual Precipitation, #103
Major Land Forms, #106
Natural Vegetation, #105

EVALUATION

A. The pupils will copy the chart in their notebooks and after copying, orally give some of the ways (three) the different Indian groups were able to meet their specific needs.

. . . .

CONCEPT

Events in Europe influenced the historical development of the United States.
(History)

CONTENT

B. European interest and effort
  1. Desire for water routes to the Indies
  2. Routes of explorers
    a. Spanish
    b. French
    c. English
    d. Others (Portugal)
  3. Claims of nations
    a. Spanish
    b. French
    c. English
    d. Others

(Stress exploration and not settlement which will be covered in the next section.)

BEHAVIORAL OBJECTIVES	ACTIVITIES
A. The pupil will be able to give an oral account of at least two needs that motivated the Europeans to finance explorers and to establish settlements in the New World. C-L.	AA. Discussion: "What motivated European countries to finance explorers and to establish settlements in the New World?"
B. The pupil will be able to label correctly on a given map the route taken by such explorers as Christopher Columbus, Magellan, and Drake.	BB. Show class chart maps #1 and #2. Discuss routes shown. BB. On a world map transparency, have pupils plot the routes of Columbus, Magellan, and Drake using a grease pencil or marking pen.
C. Pupils will be able to state verbally the three important countries that laid claim to areas of the North American continent. i.e, Spain, France, England.	CC. Show Eye Gate teaching chart #6. Discuss in terms of the areas and dates given.

RESOURCES

AA. Laidlaw, Our Country, 1961, pp. 67-85

AA. Filmstrip, The Age of Exploration, ME-1001

BB. Laidlaw, Our Country, p. 94
Macmillan, Living in the United States, 1961, pp. 44-57
Harper Row, The Story of Our Country, 1965, pp. 50-51, 62, 72, 87

BB. Eye Gate Chart #1 and #2

CC. Eye Gate Chart #6

EVALUATION

A. The pupil will state at least two needs that motivated Europeans to send explorers to the New World.

B. On a given map, the pupils will be able to label correctly the routes of Columbus, Magellan, and Drake.

C. Pupils will state verbally the three nations that laid claim to the North American continent.

CONCEPT

Events in Europe influenced the historical development of the United States.
(History)

BEHAVIORAL OBJECTIVES

A. Pupils will be able to match a given set of reasons for groups settling the New World with the appropriate given categories.
Example:

REASONS	CATEGORY
A. Pilgrims wanted freedom to worship as they pleased.	A. Religious

CONTENT

C. Settlements
  1. Reasons for founding
    a. Economic
    b. Political
    c. Religious
    d. Others

ACTIVITIES

AA. Problem: What values did the early settlers have to balance the physical hardships in the New World.

AA. Discuss: What are the events that took place in Europe which led to the settlement of America:
  a. List ideas. (Be sure children understand why traders wanted to go to the east.) Have them think in terms of economic, political, and religious reasons.
  b. Compare list to Eye Gate chart #105, Maps, and discuss the economic, political, and religious reasons.

AA. Select particular settlements that were a new hope to unhappy and abused Europeans (Idle laborers, religious refugees, and landless farmers).

Discover through discussion how these "New Americans" built into their colonies new hope for the future.

AA. Discuss: Were the freedoms in the colonies the same?

RESOURCES

AA. Ginn, Trails to Freedom, 1967, pp. 38-52
Ginn, Your Country's History, 1966, pp. 43-93.
Singer, This Is Our Land, 1963, pp. 36-57, 40

AA. Eye Gate Chart #105, Maps

EVALUATION

A. The pupil will match a given set of reasons for groups settling the New World with the appropriate given categories.

CONCEPT

People from many different social, economic, ethnic, and national groups have settled in this country.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to match settlements with the national or religious group that founded the settlement.

CONTENT

2. Location
    a. Spanish
    b. French
    c. English
    d. Others

ACTIVITIES

AA. The class will construct a chart consisting of the settlement and group that settled to be copied later in their notebooks.

EXAMPLE:

New York	Dutch

. . . .

CONCEPT

Lack of specialization forced the early settlers to spend most of their time securing a minimum of food, clothing, and shelter for survival.
(Economics)

CONTENT

3. Way of life
    a. Homes
    b. Food
    c. Clothing
    d. Industry
    e. Transportation
    f. Education
    g. Communication
    h. Government
    i. Beliefs and values
    j. Recreation

RESOURCES

AA. Ginn, Trails to Freedom, pp. 84-187
Singer, This Is Our Land, pp. 40-87
Harper Row, The Story of Our Country, pp. 84-136
Laidlaw, Our Country, pp. 131-152

EVALUATION

A. The pupils will match settlements with the national or religious group that founded the settlement.

……

EHAVIORAL OBJECTIVES

A. The pupil is to be able to make a chart comparing colonial times with present-day America in terms of home, food, clothing, industry, transportation, education, communication, government, beliefs and values, and recreation.

B. From the comparison of early settlements to present day America, the pupil will be able to state the prime reasons for the change.

ACTIVITIES

AA. Through reading and research, the pupils will take notes on life during colonial times. Note-taking should be done on the basis of home, food, clothing, industry, transportation, education, communication, government, beliefs and values, and recreation.

AA. After research, these findings will be compared with present day America. EXAMPLE:

BASIS	COLONIAL TIMES	PRESENT DAY AMERICA
Education	"Dame Schools"	Laws vary from state to state. Wisconsin, 16 years of formal training.

The comparison could best be completed through a class discussion and teacher recording of information.

AA. Copy final charts in notebooks.

BB. Based on the above chart, discuss what has enabled America to progress at such a great rate within the last 300 years. Stress industrialization and specialization. i.e., Food gathering or farming.

……

RESOURCES	EVALUATION
AA. Fideler, Colonial America Laidlaw, Our Country, pp. 121-162 Harper Row, The Story of Our Country, 125-137 Ginn, Trails to Freedom, 1967, pp. 195-203 AA. Filmstrip, The American Colonies, ME-1003	**A. The pupil will compare, in chart form, colonial times with present day America in terms of home, food, clothing, industry, transportation, education, communication, government, beliefs and values, and recreation.**
BB. Ginn, Trails to Freedom, pp. 199-200, 342-361	**B. The pupil will orally explain how specialization and industrialization have been prime factors in the growth of America. Pupil will give an example.**

……

45.

CONCEPT

Only simple machines were used in colonial America because at that time either no one had invented better ones or no one could make machines which were being contemplated.
(Economics)

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list in writing at least three reasons why the people of colonial America were limited to the use of simple machines. i.e., Lack of knowledge, time, isolation, subsistence way of life, etc.

CONTENT

ACTIVITIES

AA. If possible, collect pictures to show how people earned a living in the early settlements.

AA. On the basis of the previous comparison, and on the pictures found, discuss:

1. What is a simple machine?
2. What are some simple machines found in colonial times? i.e., cards, swingling
3. Why didn't the colonists use more "efficient" machines?

AA. Leonardo da Vinci lived from 1452 to 1519 and had many ideas that were very advanced for their time. Discuss why these ideas, such as flying machines, machine guns, armored vehicles, parachutes, were not developed and used during the time of their conception.

. . . .

RESOURCES

AA. Fideler, Colonial America

AA. World Book Encyclopedia

EVALUATION

A. The pupil will list, in writing, three reasons why people of colonial America were limited to the use of simple machines.

CONCEPT

Acts and events have both causes and consequences which are never simple and often complex.

People frequently rebel against their government when it neglects the welfare of the people.
(Political Science)

CONTENT

D. Achieving Independence
  1. Precipitating factors
    a. Internal factors
    b. External pressures
    c. Colonial leaders
  2. War for Independence
    a. Paul Revere's ride
    b. Lexington and Concord
    c. Washington and Valley Forge
    d. Surrender at Yorktown
    e. Others
  3. Establishing a new nation
    a. Continental Congress
    b. Declaration of Independence
    c. Articles of Confederation
    d. Constitution formation and development
      1) Three branches
      2) Bill of Rights

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define orally a given list of vocabulary words.

B. The pupil should be able to list in writing three unwise rulings of the British Parliament that irritated the thirteen colonies and one result of each.
EXAMPLE:
The tea tax and the resulting Boston Tea Party.

ACTIVITIES

AA. Pupils will be given a teacher prepared list of vocabulary words. They will define these words in writing and place in their social studies notebooks.

B. Through reading and discussion, list the rulings of Parliament that angered the colonists. The questions might be used as a guide:
  1. **What were the rulings?**
  2. **Why did Parliament issue them?**
  3. **What was the colonists reaction?**
  4. **Why did the colonists react as they did?**

RESOURCES

AA. Teacher prepared vocabulary list

BB. Ginn, Trails to Freedom, pp. 223-233
Laidlaw, Our Country, pp. 177-182
Harper Row, The Story of Our Country, pp. 151-155

EVALUATION

A. The pupils will orally define the given vocabulary words.

B. The pupil will list in writing three unwise rulings of the British Parliament with regard to the thirteen colonies.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
C. Pupils will state verbally three factors other than British parliamentary decisions that contributed to the rebellious spirit of the colonies.	CC. Through reading and discussion, list factors other than British parliamentary decisions that led to rebellion. EXAMPLE: Changing way of life in colonies led to: 1. Pride in a new way of life 2. Self-reliance 3. Personal beliefs and ideals Leaders 1. Ben Franklin 2. Thomas Paine, etc.
D. The pupil is to be able to verbally list leaders of the Revolutionary Period and include the qualities or characteristics that contributed to each one's influence.	DD. Assign reports on Patriots of the Revolutionary Period. Have class discussion on the effect of their work on our lives today. After each report is given, list the name of the person on the board, and after the name, the qualities that enabled the person to make a significant contribution to this period in history. Keep this list throughout reports and at the completion of the reports record the lists in pupil notebooks.

RESOURCES--Continued

CC. Ginn, Your Country's History, pp. 110-177
Chapters:
"A British Victory and Life in the Colonies," pp. 94-113
"Ideas of Freedom," pp. 114-130
"The Fight for Freedom," pp. 131-146
"First Attempt to Form Union," pp. 147-158
"Creation of More Perfect Union," pp. 159-177
Harper Row, The Story of Our Country, pp. 125-137
Singer, This Is Our Land, pp. 89-113
Esther Forbes, Johnny Tremain, (Boston Tea Party)

DD. Laidlaw, Great Names in American History, pp. 48-101
Fideler, Great Americans, 1966
Ginn, Trail Blazers of American History, 1966, pp. 90-132

EVALUATION--Continued

C. The pupil will verbally state three factors other than British parliamentary decisions that contributed to the rebellious spirit of the colonies. Included should be the inner feelings of the colonies as well as influential people.

D. The pupil will list verbally the leaders of the Revolutionary Period and tell some of the qualities that contributed to their influence.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
E. Given a list of Revolutionary War events, the pupil will place these correctly in the blank spaces of a given paragraph.	EE. The pupils will look at the chapters, read the main headings to gain an overview of the material. The teacher will gather these headings from pupil response to form an outline to be placed on the board. The pupils will read in depth to fill in the outline.
F. The pupil is to be able to compare verbally several reasons and attitudes present during the Revolutionary War with those present in recent years.	FF. Make a poster inviting colonists to join the Minutemen. What were the motivating forces? What made them want to join? Discuss life in the American Army during the Revolution. Discuss the attitudes of the soldiers, i.e., Sunshine Patriot. How do these attitudes differ from present situations?
G. The pupil is to be able to compare verbally techniques and technology of the Revolutionary War to those used in recent years.	GG. Diagrams of Battles. Relate to the tactics of modern warfare and how these are still used as patterns of attack. (Reports on battles)
H. The pupils will be able to construct a time line of the most important events of the Revolutionary War.	HH. Make a time line of the events (from 1764 until 1789) which led to the establishing of our nation.

RESOURCES--Continued	EVALUATION--Continued
EE. Laidlaw, Our Country, pp. 182-198 Heath, In These United States, pp. 113-120 Silver Burdett, The Changing New World, pp. 91-97 Harper Row, The Story of Our Country, pp. 148-173 Ginn, Trails to Freedom, pp. 240-256	E. On a given test, pupils will correctly fill in the blank spaces of a paragraph using a list of Revolutionary War events.
FF. Merrill, Our Nation's Builders, 1966, Chapter 8 At-A-Flash Time Line Cards, Revolutionary War, Set IV Thomas Paine, Sunshine Patriot	F. The pupils will verbally compare some reasons and attitudes present during the Revolutionary War with those of recent years.
GG. Filmstrip, The Years of Revolution, ME-1005	G. Pupils will orally compare techniques and technology of the Revolutionary War to those used in recent years.
HH. At-A-Flash Time Line Cards, Revolutionary War, Set IV Ginn, Trails to Freedom, p. 257	H. The pupil will construct a time line including the most important events of the Revolutionary War.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
I. Through listening, discussion, and reading, the pupil is to be able to select from a given list a portion of a favorite poem and tell orally how these words relate to the Revolutionary War.	II. Why were these songs made up: "Yankee Doodle" "Singing Riflemen of Bennington" Others Read some of the good poems about that period: "Paul Revere's Ride"
J. Pupil will read the Declaration of Independence and be able to list in writing three examples from the Declaration of Independence that pertain to present day problems. EXAMPLE: All men are created equal. (Civil rights issues)	JJ. Using a transparency, discuss the Declaration of Independence (especially the first two paragraphs) and relate the ideas contained therein to present day problems. As discussion progresses, the teacher could list the possible related ideas on the board.

RESOURCES--Continued	EVALUATION--Continued
II. Music books Poem books "Folk Songs in American History" with filmstrips, (Early Colonial Days, Revolutionary War), Set I WRITE TO: John Hancock Mutual Life Insurance Co. 200 Berkeley Street Boston, Massachusetts 02117	I. The pupil will select from a given list a portion of a poem and tell orally how these words relate to the revolutionary war.
JJ. Transparency, Declaration of Independence, Teacher's Supplement	J. On the basis of the study done on the Declaration of Independence, the pupil will list three written examples of how the Declaration of Independence pertains to today's problems.

CONCEPT

Our colonial experience helped to shape our national government and our federal constitution.
(History)

BEHAVIORAL OBJECTIVES

A. The pupils will be able to state in writing two reasons for the states not wanting a strong central government.

B. Pupils will be able to state in writing two reasons why a stronger central government was needed.

C. Pupil will be able to state the primary reason for the failure of the Articles of Confederation.

CONTENT

III. National Community
  A. Government
    1. Colonial origin
    2. National birth - Declaration of Independence
    3. Organizational structure
      a. Legislative (Congress)
      b. Executive (President and Cabinet)
      c. Judicial (Courts)

PRETEST:
Before beginning the study of the federal government, each student should jot down his understandings of what the federal government means to him. (Save papers.) A follow-up survey should indicate the learning that takes place.

ACTIVITIES

AA., BB., CC. General reading and research by pupils. Place guide questions on the board, "Why didn't the states want a strong central government?" "Were the Articles of Confederation successful?"
Support your answer with reasons.

Discuss guide questions and record answers and reasons agreed upon by the class in individual social studies notebooks.

RESOURCES

AA., BB., CC., Houghton Mifflin, The Citizen and His Government, pp. 114-117
Ginn, Trails to Freedom, pp. 258-262
Heath, In These United States, pp. 121-124
Singer, This Is Our Land, pp. 246-248
Harper Row, How Our Government Began, pp. 52-54, 58-60
Singer, The Story of Our Country, pp. 175-183
Filmstrip, Eye Gate, The Constitution of the United States--Historic Background, 52A

EVALUATION

A. The pupil will be able to state in writing two reasons for the states not wanting a strong central government. The pupils will later be tested on this information.

B. The pupil will be able to state in writing two reasons why a stronger central government was needed. The pupil will be tested on this information in a unit test.

C. The pupil will be able to orally state the prime reasons for the failure of the Articles of Confederation.

CONCEPT

Compromise enables progress without destroying the basic rights of the majority.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to describe in writing the actions the delegates engaged in to write a successful workable constitution. i.e., discussion, evaluation of presented proposals, compromise.

B. The pupils will write down a set of functional rules which through their development would require compromise.

CONTENT

ACTIVITIES

AA. General reading and research by pupils to determine the actions delegates engaged in to write a successful workable constitution.

BB. Through discussion, pupils should arrive at a set of workable rules to govern their clubs' workings. If possible, work the rules up in constitutional form.

……

CONCEPT

The constitution is the supreme law of the land.
(Political Science)

BEHAVIORAL OBJECTIVES

A. The pupil will define "constitution," both orally and in writing.

ACTIVITIES

AA. By looking the word up in reference material, the pupils will arrive at a definition for the word "constitution," (A basic set of rules that govern a country), and record it in their notebooks.

RESOURCES

AA. Ginn, Trails to Freedom, pp. 261-265
Benefic, How Our Government Began
Singer, This Is Our Land, pp. 252-254

BB. Ginn, Trails to Freedom, pp. 261-265
Benefic, How Our Government Began
Singer, This Is Our Land, pp. 252-254
Instructor, November, 1967, p. 128

EVALUATION

A. The pupil will be able to describe in writing the process engaged in by the delegates to promote the formulation of a workable constitution.

B. Evaluation of the rules will come through an observation of their workability.

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RESOURCES

AA. World Book Encyclopedia Dictionary
(Resource to be used throughout:
McGraw Hill, Our Constitution and
What it Means.)

EVALUATION

A. On a test to be given later, the pupils will correctly match the word "constitutio with its meaning.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
B. The pupils will be able to state both verbally and in writing the reason for beginning the constitution with the Preamble.	BB. Introduce the Preamble to the Constitution and discuss reasons why the Preamble comes at the beginning. Have pupils arrive at the fact that it states clearly the purpose for the new plan of union. It contains the basic ideas: 1. the rights of the people; 2. the objectives such as union, justice, order, etc. Discuss significance. The pupils will copy the Preamble along with its significance in their notebooks.
C. The pupil will state five ways that the Bill of Rights, the first ten amendments to the Constitution, protects our rights and liberties.	CC. Using the transparency, read the Bill of Rights. As each is read, stress the ways it protects the citizens of the United States.
C. The pupil is to be able to give an account of the occurrences that laid the foundation for the ideals of liberty and freedom. i.e., Peter Zenger Trial.	CC. Through reading and research, the pupils will take notes on the events that led to the formation of the Bill of Rights. (Why were certain specific items included?)
D. While reading the Bill of Rights, the pupils will be able to list in writing five examples from this document that pertain to their present day lives. i.e., Right to bear arms. (Should weapons be registered?)	DD. Using a transparency, the teacher will project the Bill of Rights for all pupils to read. After reading, the class should discuss one or two of the Articles relating them to present day life. These relationships could be listed on the board. The pupils will then relate five of these rights to their present day lives in written form to be handed in to the teacher.

RESOURCES--Continued	EVALUATION--Continued
BB. Transparency, Preamble to the Constitution	B. Pupils will copy the Preamble in their notebooks and tell why it is used to begin the Constitution.
CC. Transparency, The Bill of Rights Laidlaw, Our Country, pp. 54-59 Heath, In These United States, pp. 104-105	C. The pupil will orally state five ways in which the first ten amendments to the Constitution protect our rights and liberties. C. The pupil will orally explain some events that were the background for the Bill of Rights.
DD. Transparency, Bill of Rights	D. While viewing transparency, the pupil will list in writing five examples from the Bill of Rights that pertain to their present day lives.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
E. The pupil will be able to list in writing four characteristics of our Constitution.	**EE.** On the basis of previous reading and through the teacher leading the discussion, the pupils will list on paper the four characteristics of a Democratic Constitution. EXAMPLE: 1. Provides a form of government 2. Sets limits for the government's power 3. Assures the rights and liberties of the citizens 4. Has a lasting, adaptable quality-- amending After discussing, the four characteristics should be re-recorded in social studies notebooks.
F. Pupils will be able to define in writing the term "representative democracy."	**FF.** Pupils should define the term "democracy." Pupils should define the term "representative." Put the meanings together and define the term"representative democracy." Discuss and place definition in their notebooks.

RESOURCES--Continued

EE. World Book Encyclopedia

FF. Dictionary, Encyclopedia

FF. Write for:
"Our American Government--What it is?
How Does it Function?," House Document,
#530, Contact Senators or Representatives

EVALUATION--Continued

E. From a given list, the pupils will select the four characteristics of a democratic constitution.

F. The pupil will be able to define in writing the term "representative democracy."

……

CONCEPT

As cultures become more complex and technology more advanced, there is some need for larger and larger governmental units.

(Political Science)

CONTENT

BEHAVIORAL OBJECTIVES

A. The pupil will be able to match a teacher-given list of words with their meanings.

B. The pupil should be able to define the three branches of the government both orally and in writing.

ACTIVITIES

AA. The pupil is to keep a list of the words relating to the three branches of the government such as Senate, Representatives, Executive, Legislative, Judicial, President's Cabinet, and Federal.

BB. Based on reading of Constitution, what are the three branches of the government?

BB. Discuss: Franklin's Federal Tree. (Define terms: Republic, Supreme Court, President, Congress.)

BB. Have pupils copy Franklin's Federal Tree in their social studies notebooks along with definitions of the mentioned terms. Stress correct pronunciation and spelling.

RESOURCES

AA. Dictionary
Textbook Glossary

BB. Ginn, Your Country's History, pp. 159-178
BB. Filmstrip, Eye Gate, The Historic Background, 52A
BB. Silver Burdett, The Changing New World, p. 102
BB. Singer, This Is Our Land, p. 252
BB. Ginn, Your Country's History, p. 162
BB. Ginn, Your Country's History, p. 166

EVALUATION

A. On a given test, the pupil will be able to match a list of words with their meanings. The words will pertain to governmental structure and function as listed under ACTIVITY, AA.

B. The pupils will be able to define both orally and in writing the three main branches of the government, not only for immediate, but for future testing.

BEHAVIORAL OBJECTIVES--Continued

C. The pupil is to be able to make a chart showing the three branches of the government and the duties of each.
EXAMPLE:
President - Carries out laws
Congress - Makes laws
Supreme Court - Interprets laws

D. The pupils will be able to list in writing the three branches of the federal government and diagram the checks and balances one branch has on the other.

E. The pupils will list in writing three governmental agencies other than the Presidency, Legislature, and Supreme Court and briefly explain their function.
EXAMPLE:
President's Cabinet
Food and Drug Administration

ACTIVITIES--Continued

CC. On the basis of reading and as a result of group discussion, the pupils will make a chart showing the main branches of government and the main duties of each. Place the chart in notebooks.
EXAMPLE:

PRESIDENT	CONGRESS		SUPREME COURT
	Senate	House of Representatives	
Carries out	Makes		Interprets

Discuss charts; agree upon a common one and copy it in social studies notebooks. Collect individual charts.

DD. Using the transparency, the teacher will call attention to the three main branches of the government, and using the question-answer technique will explain the system of Checks and Balances. Pupils will then copy the diagram in their social studies notebooks.

EE. Discuss: Do these three branches alone take care of the government provided services needed by the citizens of our growing country? Arrive at the need for other agencies. Stress President's Cabinet. List five such agencies on board. Pupils will place their choice of three in their notebooks.

EE. *Make a bulletin board showing the organizational structure of our national government.
*ENRICHMENT ACTIVITY

RESOURCES--Continued	EVALUATION--Continued
CC. Ginn, Trails to Freedom, pp. 263-265, Diagram, p. 263 Ginn, Understanding Your Country and Canada, p. 142 Singer, This Is Our Land, pp. 263-269	C. The pupil will make a chart showing the main branches of the government and the duties of each.
DD. Transparency, Checks and Balances, Teacher's Supplement Houghton Mifflin, The Citizen and His Government, Teacher Resource, pp. 122, 224	D. Using the transparency, the pupils will record and diagram the system of Checks and Balances in their notebooks.
EE. Heath, In These United States, pp. 125-132 Ginn, Trails to Freedom, pp. 265-268 Newspaper, Current events	E. The pupils will list in writing three governmental agencies and briefly explain their function.

CONCEPT

Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage which have been perpetuated through various monuments and symbols.

BEHAVIORAL OBJECTIVES

A. The pupil will state orally that our National Monuments represent the ideals of Human liberty and justice that developed in our nation.

CONTENT

4. National capital
    a. Capitol
    b. White House
    c. Other governmental buildings
    d. Shrines
    e. Others
5. Historical symbols and documents
    a. Flag
    b. National Anthem
    c. Seal
    d. Declaration of Independence
    e. Constitution
    f. Others - Statue of Liberty

ACTIVITIES

AA. Take a filmstrip tour of Washington determining historical significance and governmental functions of places seen in the film. Through discussion, relate to the ideals of our founding fathers.

AA. *Make a collection of Washington, D. C. pictures for a scrapbook or a bulletin board.
*Report on buildings, statues, shrines, etc., in Washington, D. C.
*Construct a tabletop scene of Washington, D. C.

*ENRICHMENT ACTIVITY

RESOURCES

AA. Filmstrip, Our National Capitals, ME1009
Filmstrip, Jefferson and Monticello, ME1008
Filmstrip, George Washington's Mt. Vernon, ME1007

AA. White House Historical Association, The White House, Washington, D. C., 1962
Singer, This Is Our Land, pp. 258-269
Ginn, Your Country and Mine, pp. 369-373
Viewmaster slides

EVALUATION

A. The pupil will be able to orally state the significance of the National Capitol, other than its architectural value.

BEHAVIORAL OBJECTIVES--Continued	RESOURCES--Continued
B. Pupils will state the historical significance of a chosen national monument in a written report.	BB. Show filmstrips, The Statue of Liberty and The Symbols of America, and discuss the significance of the symbols presented in terms of their reflection of the values and ideals of the U. S. BB. Each pupil may choose one of the national symbols and write a report to the class of the particular symbol and its meaning. Be sure all the symbols and documents are covered by at least one student. BB. Discuss: Pledge of Allegiance Relate to ideals and stress meaning. *Make a collection of pictures or drawings of the flag at each stage of its development leading to the flag as we know it today. Discuss reasons for flag change and relate to the growth of our nation.
C. Pupil will be able to verbally identify several national symbols when shown pictures of same.	
D. Pupil will write a paragraph stating reasons why he feels a pupil-chosen symbol is most significant to him.	

*ENRICHMENT ACTIVITY

RESOURCES--Continued

BB. Filmstrip, The Statue of Liberty, ME1029
Filmstrip, Symbols of America, ME1030
Laidlaw, Our Country, pp. 49-54

BB. Booklet, Fly the Flag This Fourth of July, produced by Milwaukee Fourth of July Commission
U. S. Marine Corps, How to Respect and Display Our Flag
Grade Teacher, June, 1962, "Freedom In Our Town," "My Country and My Flag," pp. 50-51
(Write Freedoms Foundation, Valley Forge, Penn.)
American Junior Red Cross News, April, 1962, Cover
The Flag Code, Public Law No. 829, reprinted by D. A. R. July, 1960
Flags of America, Ideals Publication

EVALUATION--Continued

B. The pupil will be able to select a monument symbol and in writing state its historical significance and value.

B. Unit quiz on vocabulary and branches of Federal Government.

C. Pupil will correctly label national symbols on a given set of illustrations.

D. Pupil will choose one sumbol and write a paragraph in which he expresses his personal feelings regarding its significance.

CONCEPT

Citizenship involves the individual's active participation in the process of governing.

CONTENT

IV. National Growth
  A. Components of a democratic country
    1. Individual
    2. Families
    3. Villages
    4. Towns
    5. Cities
    6. Counties
    7. States

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to list in writing four things that an individual should do to make him an active, participating citizen in a democracy.

ACTIVITIES

AA. Discuss: "Most good Americans we shall never know about," or ". . .The government of the people, by the people, and for the people. . ." (Stress obligation of all to be contributing citizens.)

AA. Through discussion, draw up a list of ways, besides voting, by which an individual may take part in his government. Relate the rights of the individual to his responsibility.

AA. Mr. A., B., and C. are discussing the coming election and whether they will vote or not. Mr. A. says that if the voters do not vote, they are not helping to give us a government "by the people." He thinks that they are not worthy of their citizenship and should be made to pay a fine.

RESOURCES

AA. General Teacher Resource, Houghton Mifflin, The Citizen and His Government, 1967, p. 3
Filmstrip, A Good Citizen Is Well Informed, McGraw Hill
Ginn, Your Country's History, pp. 593-602

EVALUATION

A. The pupil will list in writing four things that an individual should do to make him an active participating citizen in a democracy.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
	AA.--Continued. Mr. B. says that it really does not make any difference whether a citizen votes or not, since a single vote cannot possibly change the result. Mr. C. says that it makes little difference for whom he votes, so he may as well vote for an old friend. Do you agree with any one of these men? Explain.
B. The pupil will be able to verbally contrast the individual as an active participating citizen in a democracy with the individual's function in an autocratic society.	BB. Propose the following problem as a basis for a class discussion: "What would have been the role of the individual in the colonies if the colonies had not freed themselves from British rule?" Contrast the outcome of this discussion with Behavioral Objective #A.

RESOURCES--Continued	EVALUATION--Continued
BB. Relate to past reading on the pre-revolutionary colonial situation in terms of rights. Skim for information if necessary.	B. The pupil will verbally contrast the individual as an active participating citizen in a democracy with an individual's function in an autocratic society.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
C. Pupil will be able to write a definition of"citizenship."	CC. Given surprise situations, the pupils will act out the way a good citizen would react. **EXAMPLE:** What would you do if: 1. You unwrapped a candy bar outside and there was no container in which to dispose of the wrapper. 2. Somebody is being attacked on the bus and you were there. 3. All that's on T.V. are the political conventions. (Keep informed) 4. There is a "No Swimming" sign, and you are with several other boys who decide to go swimming anyway. 5. As an adult you do not approve of a bill or piece of legislation. (Right to dissent) 6. Someone dropped books in the hall. 7. Riot situation. After the role playing, arrive at a definition of citizenship to be recorded in their notebooks. (Duties, rights, and privileges of being a citizen.)

. . . .

RESOURCES--Continued

CC. Surprise situations prepared by the teacher to suit the class maturity level.

EVALUATION--Continued

C. The pupil will write a definition of citizenship.

CONCEPT

The family is the basic unit of our society becuase it meets the simple needs of its members.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to orally list the items that a family provides to meet its members' needs.

CONTENT

ACTIVITIES

AA. Make a class chart to list the ways a family provides for its members' needs. i.e., Food, clothing, homes.

Extending the above discussion, discuss how the family helps us in other ways. i.e., cooperation, discipline, manners, ideals.

……

CONCEPT

Most societies have some type of family unit.

BEHAVIORAL OBJECTIVE

A. The pupil will be able to verbally compare and contrast family life in other societies to that in present day America.

CONTENT

ACTIVITIES

AA. Show filmstrip on families in various cultures.

AA. Read articles describing family life in several societies. Compare and contrast.

……

RESOURCES	EVALUATION
	A. The pupil will verbally list the items that a family provides to meet its members' needs.

……

RESOURCES	EVALUATION
AA. Filmstrip, American Indian, ME1002 Other filmstrips subject to the topic available.	A. The pupil will verbally compare and contrast family life in other societies to that in present day America.

……

79.
CONCEPT

Because there are certain services needed by the family, units of government have been established.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list verbally two units of local and state government and a service that each performs to meet the needs of families and individuals.
EXAMPLE:
Department of Public Works - Garbage collections
City Health Department - Vaccine and innoculation
State Highway Patrol - Law enforcement
State Conservation Department - Wildlife and resource control, parks and historical areas

CONTENT

ACTIVITIES

AA. Discuss: "Can the family provide for all the needs of an individual?"

AA. Discuss: "What family needs are met by local and state government?"

"What units of local and state government provide for these needs?"

……

RESOURCES

AA. Houghton Mifflin, The Citizen and His Government
Teacher Resource on Local and State Government, Check index

EVALUATION

A. The pupil will verbally list two units of government (local and state) and a service that each provides to meet the needs of families and individuals.

CONCEPT

There is an interrelationship between local and state government as well as between the state and the national government as it tries to meet the needs of the people.
(Political Science)

BEHAVIORAL OBJECTIVES

A. The pupil will be able to briefly compare orally the three branches of government on the federal, state, county, and city level.

CONTENT

B. The functioning of governmental organizations
   1. Organizational structure of government
   2. Relationship of local, state, and federal units

ACTIVITIES

AA. Use transparency. Have pupils reiterate the branches of federal government; discuss further and have pupils name as many branches of state and local government as possible. Teacher will fill these in on the transparency.

EXECUTIVE	LEGISLATIVE	JUDICIAL	
President	Congress	Supreme Court Circuit Court District Court	**FEDERAL**
Governor	State Legislature	State Supreme Court Circuit Court	STATE
County Executive (In Milw. Only)	Board of Supervisors	County Court	COUNTY
Mayor	Common Council	Municipal Justice of the Peace	CITY

RESOURCES

AA. Transparency, Teacher's Supplement

EVALUATION

A. The pupil will briefly compare the three branches of government on the federal, state, county, and city level. The comparison in structure will be verbal.

BEHAVIORAL OBJECTIVES--Continued

B. Pupils will be able to state orally one example of the working relationship between federal, state, and local government.
EXAMPLE:
Federal government allots funds to the state which in turn distributes money to local school districts providing that certain requirements have been met.

ACTIVITIES--Continued

EB. Discuss the following problem:
Your school system wishes to start a new educational program in which visual aids are used extensively. Your system does not have enough money. What can be done. (Submit a defensible plan to the state which in turn submits the plan to the federal government. (If requirements are met, money will be allocated.)

……

CONCEPT

People from many different social, economic, racial, ethnic, and national groups have settled in this country.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to verbally differentiate between race and nationality.

CONTENT

C. Sociological and cultural growth
   1. Cultural influences
   2. Contributions

ACTIVITIES

AA. Introduce the term "race," discuss it, and through question-answer method arrive at the three major races and their basic characteristics. Record information in notebook.

AA. Use the dictionary to look up nationality. Differentiate between race and nationality. Record definition in notebook.

RESOURCES--Continued	EVALUATION--Continued
BB. Houghton Mifflin, The Citizen and His Government, pp. 310-311	B. Verbally, the pupils will state one example of the working relationship between federal, state, and local governments. (Use one example and follow it through the various levels.)

. . . .

RESOURCES	EVALUATION
AA. Macmillan, Living in the Old World, pp. 18-21 AA. Dictionary	A. Pupils will verbally explain the difference between race and nationality.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
B. The pupil will be able to orally define nationality and give three examples of nationality groups that have settled in America.	BB. Using resource material, the pupils will compile a written list of nationality groups that have emigrated to the U. S. 1. Discuss, list, and trace patterns of emigration on a map. 2. Relate the influxes according to date. Is there a relationship?
C. The pupil will be able to orally define "emigration" and "immigrant."	CC. Drawing upon reading material and using the dictionary, define "emigration" and "immigrant." List meanings in social studies notebooks. To clarify distinction, give examples.
D. The pupil will read and orally in his own words interpret the meaning of the poem engraved on the plaque of the Statue of Liberty.	DD. Read "New Colossus" by Emma Lazarus. "Give me your tired, your poor, your huddled masses yearning to breathe free. The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me. I lift my lamp beside the golden door!" Analyze and relate to the fire of hope this help instills in the immigrants.
E. The pupils will list in writing four reasons why various groups of people emigrated to the United States.	EE. Discuss Eyegate Map #5. Relate to present day as well.
	EE. Ask the children to interview one another, teachers, and others using the following questions: When did they or their ancestors come to America? What were the reasons for coming? From what country did they come? Where in America did they first settle? What problems of adjustment did they have? What was their occupation before coming to America and after they arrived here?

RESOURCES--Continued	EVALUATION--Continued
BB. Ginn, Trails to Freedom, pp. 362-371 Heath, In These United States, pp. 24-25	B. Pupils will give three examples of various nationality groups that have settled in America.
CC. Dictionary Eye Gate Chart, Map #5 Laidlaw, Our Country, p. 46	C. Pupils will orally define the terms "emigration" and "immigrant."
DD. Silver Burdett, The Changing New World, pp. 254 Singer, This Is Our Land, pp. 328-330	D. The pupil will read and orally interpret in his own words the meaning of the poem engraved on the plaque at the Statue of Liberty.
EE. Eye Gate Chart, Map #5	E. The pupil will list in writing four reasons why various groups of people emigrated to the United States.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
	EE. After answering the questions, tabulate the information and list all the reasons given for moving to America. What are the most frequent reasons?
F. The pupils will orally discuss and list in writing general and individual contributions the people coming to America have brought to life in America.	FF. Pupils should do reading and research to uncover various contributions the immigrants made to our nation. Discuss and list contributions on the board. Have pupils place in notebooks. i.e., Skills, new occupations, religions, food. Such men as Bell, Pulitzer, and Fermi could also be listed.
	FF. Discuss, using a panel, "Changes people coming to America have brought about." Have a pupil select a specific nationality group, study it, and discuss the contribution this particular group made to the "American Culture."
G. The pupils will list two examples in writing of where compromise was necessary to help the immigrants adapt to the United States.	GG. Discuss: Millions of Europeans gladly came to our country to settle, in spite of the hardships immigrants had to endure. As newcomers, they had to make many changes in their way of living. A. What are some of the problems immigrant men faced as they tried to find food, shelter, and clothing for their families? B. Why did people here often "look down upon" newcomers, forgetting that they had once been newcomers too? C. Why were immigrants willing to undergo many hardships in order to move to America? D. Cite two examples of compromise necessary on the part of the immigrant.

RESOURCES--Continued	EVALUATION--Continued
FF. Heath, In These United States, p. 30 Ginn, Trails to Freedom, pp. 363-370 Harper Row, The Story of Our Country, pp. 304-305	F. The pupils will orally discuss and list in writing general and individual contributions immigrants have made to U. S. culture.
FF. Ginn, Trails to Freedom, pp. 363-370	
GG. Ginn, Trails to Freedom, pp. 362-371	G. The pupils will list, in writing, two examples of where compromise was necessary to help immigrants adapt.

BEHAVIORAL OBJECTIVES--Continued

H. The pupils will be able to write a well-organized paragraph on why we call the U. S. the "Great Melting Pot."

ACTIVITIES--Continued

HH. Discuss the term "Melting Pot" in relation to the material covered in Activity "FF" and "GG." Have pupils write a paragraph describing how the term "Melting Pot" applies to the United States.

CONCEPT

As early settlers moved westward, they had to adapt to a primitive environment to survive.

CONTENT

D. Western Movement
    1. Explorations and settlements
        a. New routes - Wilderness Road, Oregon Trail
        b. New settlements - Boonesborough, Kentucky, etc.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to list in writing and chart the path of four early routes the settlers followed, moving West.

B. The pupil will be able to give a reason in writing why settlers located in certain geographic areas.

ACTIVITIES

AA. Show transparency #115, Settlement of the West.

AA. Discuss routes and explorers. Relate these routes to a physical map of the U. S. Discuss the land relationship to the trails taken.

BB. Pupils may do general reading on areas that settlers moved into. Discuss material read. Have pupils state reasons why settlers settled in certain areas of the nation.

RESOURCES--Continued	EVALUATION--Continued
HH. Laidlaw, Our Country, pp. 46-49 Heath, In These United States, p. 28	H. Using previously discussed material, the pupil will write a well-organized paragraph on how the term "Melting Pot" applies to the U. S. Stress merging of cultures into one nation with as many specifics as possible.

. . . .

RESOURCES	EVALUATION
AA. Transparency #115, Settlement of the West, Map of U. S., (Physical)	A. The pupils will list in writing and chart the path of four early routes the settlers followed, moving West.
BB. Ginn, Understanding Your Country and Canada, 1965, pp. 228-231 Ginn, Trail Blazers of American History, 1966, pp. 142-147 Harper Row, The Story of Our Country, 1965, pp. 199 (Diagram) - 210 Macmillan, Living In the United States, pp. 146-149, 239-249	B. The pupils will state in writing at least one reason why settlers located in certain geographic areas.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
C. The pupil will be able to draw pictures depicting differences in the way of life of the settlers living in the woods, prairies, and the mountains.	CC. Discuss and show differences of life of the settlers in the woods, prairies, and the mountains. Pupils will draw pictures of woodland, prairies, or mountain settlements.
D. The pupils will be able to write a paragraph in which an example is cited describing how a family had to adapt to a primitive environment. EXAMPLE: 1. City family adjusting to isolated settlement life. 2. Woodland farmer adapting to tilling the thickly sodded soil.	DD. Use an inductive approach and discuss the various adaptations settlers had to make to their new primitive environments. EXAMPLE: 1. Why would settlers want to move west? 2. What changes in living habits might have to be made? 3. How successful do you think the settlers were at adapting to their new area? Support your answer.
E. Pupil will be able to list in writing two reasons why the Westward Movement was instrumental in shaping our nation's history.	EE. Through reading and research, the pupils will keep a jotting list of why the Westward Movement was important in shaping our nation's history.

RESOURCES--Continued	EVALUATION--Continued
CC. Ginn, Trails to Freedom, 1967, pp. 318-326 Ginn, Trail Blazers of American History, pp. 136-183	C. The pupils will draw pictures depicting differences in the way of life of the settlers living in the woods, prairies, and the mountains.
DD. Singer, This Is Our Land, pp. 306-317	D. The pupil will write a paragraph containing at least one example of how a family moving west had to adapt to a primitive environment.
EE. Heath, This Is Our Land, pp. 133-145, 152-168 EE. Consider all resources listed above.	E. The pupils will list in writing two reasons why the Westward Movement was instrumental in shaping our nation's history.

93.
CONCEPT

Westward expansion created new geographic boundaries and linkages.

CONTENT

2. Additions to the Nation
   a. Territory added:
      1. Northwest Territory
      2. Louisiana Territory
      3. Gadsden Purchase
      4. Florida
      5. Alaska
      6. Oregon Territory
   b. Means of acquisition
      1. Treaty
      2. Purchase (Louisiana)
      3. War
   c. Statehood

BEHAVIORAL OBJECTIVES

A. Given a list of specific names and dates, and an outline map of each major territorial gain, the pupil will list in writing the following information regarding the area:
   1. When it was acquired
   2. From whom it was acquired
   3. How it was acquired

ACTIVITIES

AA. The pupils will be given copies of the sections of territorial gain.
   1. Area of U. S. in 1783
   2. Louisiana Purchase, 1803
   3. Florida, 1819
   4. Texas, 1845
   5. Oregon Territory, 1846
   6. Gadsden Purchase, 1853
   7. Mexican Cession, 1848

   Through reading and research, the pupils will fill in the following information regarding the gains:
   1. When was it acquired?
   2. From whom it was acquired?
   3. How was it acquired?

AA. After discussing, this set of maps will be handed to the teacher.

RESOURCES

AA. Heath, This Is Our Land, p. 178 (Map)

EVALUATION

A. Given the maps and specific names and dates, the pupils will accurately complete the required information:
   1. When was the land acquired?
   2. From whom was it acquired?
   3. How was it acquired?

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
B. The pupils will be able to orally state what happens after a territory becomes populated and settled. (Statehood)	BB. Through reading, followed by a discussion, the pupils should be able to briefly explain: "What happened to these territories after they became part of the U. S.?" BB. Briefly draw out the ideas of government according to population and the requirements for statehood. This could bridge into one of the pre-Civil War problems. "How should the new states be admitted?"

……

RESOURCES--Continued

BB. Pupils continue to use index in various texts for information.

EVALUATION--Continued

B. The pupil will orally tell what happens after a territory becomes populated.

……

CONCEPT

In a democracy, we believe people should behave in ways that do not interfere with the rights of others.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to match a given list of vocabulary words with their definitions.

CONTENT

E. The Civil War
  1. Causes
    a. Different ways of life
      1) North - Industrial
      2) South - Plantations
      3) Slavery
    b. Disagreements
      1) Tariff
      2) States' rights
      3) Secession
      4) Admission of new states
  2. The war
    a. Leaders
    b. Important battles
    c. Physical and psychological results
  3. The nation unites again
    a. Amendments
    b. Reconstruction

ACTIVITIES

AA. The pupil is to be able to define in writing and have a workable knowledge of the following terms and names in relation to the Civil War:

Mason-Dixon Line
Tariff
Slavery
Abolutionist
Compromise
Orator
Preservation
Withdraw
Secede
Confederate
Blockade
Discord
Restored
Segregation
Underground Railroad
Fugitive Slave Law
Missouri Compromise
Dred Scott
John Brown's Raid
Emancipation Proclamation
Gettysburg
Appomattox
Amendments

As the words are introduced, place them along with their definition, in social studies notebooks.

RESOURCES

AA. Dictionary
Reference books

EVALUATION

A. Pupils will match a given list of vocabulary words with their definitions.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
B. Pupils will be able to state in writing the two main differences in ways of life between northern and southern states.	BB. Define northern and southern states. (Mason-Dixon Line Division, Trace line on a map.) BB. Discuss and list two main differences and place in notebooks. EXAMPLE: North - Industrial, small farm, few if any South - Agrarian, small and large farms, many slaves BB. General reading and research on ways of life in northern and southern states.
C. Pupils will be able to list in writing three problems that divided the North and the South and list a reason behind each problem.	CC. Discuss reading of pupils. Draw out three problems that divided north and south and list reasons behind these problems. Place in notebooks. EXAMPLE: Issue of Slavery - Should new states be slave states? (South needed slaves; north did not.) Others
D. The pupil will write a paragraph stating reasons why people were for or against slavery.	DD. Have pupils assume the role of a northern industrialist or southern plantation owner. Describe their attitudes towards slavery in a written paragraph.

RESOURCES--Continued	EVALUATION--Continued
BB. Laidlaw, Our Country, p. 254	B. Pupil will state in writing two main differences in ways of life between northern and southern states.
CC. Laidlaw, Our Country, pp. 244-252, 265 (Picture) Harper Row, The Story of Our Country, pp. 261-266 Silver Burdett, Changing New World, pp. 195-197 Ginn, Trails to Freedom, pp. 332-335	C. The pupil will list, in writing, three problems that divided the North and South and list a reason behind each problem.
DD. Singer, This Is Our Land, pp. 337-338 Harper Row, The Story of Our Country, pp. 262-266 Laidlaw, Our Country, pp. 246-248 Heath, In These United States, p. 183	D. Assuming the role of a northern industrialist or a southern plantation owner, the pupil will write a paragraph stating his reasons for or against slavery.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
E. Pupils will be able to debate given critical issues of Civil War times.	EE. Define the word "debate" by using dictionaries and class discussion. EE. To demonstrate their understanding of the word "debate," the pupils will divide up into two groups, one representing the North and the other representing the South, and they will debate the critical issues of the time such as slavery. The pupils should base their debate procedure upon the political debates of today.
F. Pupils will be able to name in writing two political and two military leaders and describe their relationship to the Civil War.	FF. General reading by pupil. Teacher might display Eyegate Chart #10. Discussion to follow reading.
G. Pupils will be able to orally list two important Civil War battles and state a significant factor of each. EXAMPLE: Antietam - North stops southern invasion. Gettysburg - A serious defeat for the South and most feel a major turning point in the war.	GG. Using the opaque projector, project the maps (Harper Row, pp. 270-271; Singer, p. 346) and use them as a basis for a discussion of major battles, stressing their importance both from the northern and southern point of view.
H. Pupils will write a paragraph describing the physical destruction of the South as a result of the Civil War.	HH. General reading by pupils. Discussion by class of war devastation. HH. Have pupils imagine they are a youngster in Atlanta shortly after Sherman's March. Have them write a paragraph describing the land, buildings, etc.
I. Pupils will verbally describe attitudes of northerners and southerners towards one another immediately after the Civil War.	II. Read some of pupils' paragraphs to class. Use these to lead into a discussion of attitudes and reactions of both sides to the war.

RESOURCES--Continued	EVALUATION--Continued
EE. Dictionary Reading material EE. Use reference material mentioned in Resources CC.	E. The pupils will debate critical issues of the Civil War times.
FF. Ginn, Trails to Freedom, pp. 335-339 Heath, In These United States, pp. 185-191 Laidlaw, Our Country, pp. 254-256 Silver Burdett, Changing New World, pp. 198-201	F. The pupil will list, in writing, two political and two military leaders and describe their relationship to the war.
GG. Harper Row, The Story of Our Country, pp. 269-272 Singer, This Is Our Land, pp. 341-346	G. The pupils will orally list two important battles of the Civil War and tell why each was important.
HH. Harper Row, The Story of Our Country, pp. 273-274 Laidlaw, Our Country, pp. 260-263 Silver Burdett, Changing New World, pp. 201-203	H. Pupils will write a paragraph to be turned in to the teacher describing the physical destruction of the South as a result of the Civil War.
	I. Pupils will verbally describe attitudes of northerners and southerners toward one another immediately after the Civil War.

CONCEPT

The people of the United States have met their problems with varying degrees of success.

Individualism and equality of opportunity, basic to democracy, are frequently challenged by the racist.

BEHAVIORAL OBJECTIVES	ACTIVITIES
A. The pupil will be able to list verbally the essential characteristics of a Civil War and some special problems that are created by Civil War.	AA. Discuss the term "Civil War." List characteristics of Civil War on board. List some special problems that Civil Wars have created.
B. Pupils will be able to list verbally the specific right granted by the 13th, 14th, and 15th Amendments. 13th - Freed Negro from slavery 14th - Insured Negro citizenship 15th - Gave Negro the right to vote	BB. Have class view the 13th, 14th, and 15th Amendments. Discuss what each guarantees for the Negro. Discuss the extent to which the guarantees have been fulfilled. Copy mendments 13, 14, and 15, and place in notebooks.
C. Pupils will be able to verbally describe any two aspects of the reconstruction process. EXAMPLE: South occupied by northern troops. State governments controlled by North. Rebuilding railroads, roads, and other areas of transportation. Rebuilding homes, farms, etc. Rebuilding and developing industry.	CC. Define the term "reconstruction." General reading by pupils on reconstruction. Discuss the physical aspects of necessary reconstruction in the South.

RESOURCES

AA. Dictionary

BB. Ginn, Trails to Freedom, pp. 339-340
Laidlaw, Our Country, pp. 262-263
Harper Row, The Story of Our Country, pp. 274

CC. Encyclopedia
Singer, This Is Our Land, pp. 344-352
Heath, In These United States, pp. 189-191
Laidlaw, Our Country, pp. 260-263
Harper Row, The Story of Our Country, pp. 272-275
Silver Burdett, Changing New World, pp. 202-204

EVALUATION

A. The pupil will orally list the essential characteristics of a Civil War and state some special problems that it creates.

B. The pupil will name the main provisions of the 13th, 14th, and 15th Amendments.

C. The pupil will select what he considers to be the most important aspects of physical reconstruction and describe how they would be carried out.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
D. Pupils will be able to describe two areas of activity Negroesengaged in during the period of reconstruction that were forbidden to Negroes before this time.	DD. From general reading discuss the activities of the Negro during reconstruction. Draw out items such as the following: 1. Negroes assume roles in government. 2. Negroes given some opportunities for education. 3. Negroes given opportunity for better jobs. 4. Medical facilities and organizations like the Freedman's Bureau helped ease the plight of the Negro.
E. Pupils will be able to describe verbally the attitude of most white southerners toward the Negroes and the resulting actions white southerners took during and after reconstruction that affected the Negroes' future.	EE. Continue discussion. List on board some of the actions taken by southerners against Negroes. Draw out and state such items. List attitudes these actions suggest. 1. Negroes were threatened to prevent them from voting. 2. Terror organizations used violence against the Negro. a. Knights of the White Camellia b. Knights of the Klu Klux Klan 3. Failure to provide education and employment. 4. Attitudes of hate, animosity, and bigotry.
F. Pupils will be able to verbally list one example of a problem faced by the Negro in our industrial society and tell how this is related to the actions taken against Negroes after the Civil War.	FF. Use opaque projector to display charts dealing with the position of the Negro in our society today. Relate these problems to previously discussed attitude and actions of Civil War and reconstruction days. Introduce the term "segregation." EXAMPLE: Few skilled jobs - Little training because of lack of industry and education in southern states. High rate of unemployment - lack of education, training, and the existence of prejudice.

RESOURCES--Continued	EVALUATION--Continued
DD. Benefic Press, *The Progress of the Afro-American*, pp. 60-77	D. The pupil will verbally describe two areas of activity the Negroes engaged in during reconstruction that were forbidden to them before.
EE. Benefic Press, *The Progress of the Afro-American*, pp. 68-77	E. The pupils will orally describe the attitude of many white southerners toward the Negroes and the action these southerners took during and after reconstruction that affected the Negroes' future.
FF. Benefic Press, *The Progress of the Afro-American*, pp. 12-13	F. The pupils will orally state one example of a problem faced by the Negroes in our industrial society and tell how it is related to the action taken against the Negro after the Civil War.

CONCEPT

Only simple machines were used in early America because at that time either no one had invented better ones or no one could make the machines which were being comtemplated.

BEHAVIORAL OBJECTIVES

A. The pupils will list verbally several simple machines used in early America.
EXAMPLE:
Hand loom, spinning wheel, and hand carder.

B. The pupils will list in writing three resources whose development contributed to the growth of industries.

CONTENT

F. Industrial Revolution
  1. Development of industry
    a. Resources
    b. Inventions
      1) Communication
      2) Transportation
      3) Machinery
    c. Representative industries
      1) Textiles
      2) Steel
  2. Effects of industrialization
    a. Labor
      1) Growth
      2) Organizations
    b. Growth of Cities

ACTIVITIES

AA. Through a teacher directed discussion, the pupils will review various simple machines used in early (colonial) America. The pupil should be able to relate the machine to its purpose.

BB. Through reading and research, the pupils will list the resources, the development of which contributed to the growth of the Industrial Revolution.

RESOURCES	EVALUATION
AA. Fideler, Colonial America	A. The pupils will list verbally several simple machines used in early America.
BB. Silver Burdett, Changing New World, pp. 241-244 Harper Row, The Story of Our Country, p. 291 Laidlaw, Our Country, pp. 33-35	B. The pupil will list in writing three resources the development of which contributed to the growth of industry.

BEHAVIORAL OBJECTIVES--Continued

C. Pupils will be able to list in writing four inventions and the impact each had on the growth of industry in America.
EXAMPLE:
Steam engine - A source of power to run many machines at once.
Telegraph - Speeds communication of ideas and information
Cotton gin - Cleans seed from cotton with much greater speed than hard labor.

D. Pupil will be able to state orally one example of an early industry to make great use of machines.

E. The pupil will be able to verbally state that the greatest part of the Industrial Revolution was the change that took place in the minds of men.

ACTIVITIES--Continued

CC. Through reading and research, the pupils will construct a three column listing of inventors, inventions, and the impact these had on the growth of industry in America.
EXAMPLE:

INVENTOR	INVENTION	IMPACT ON INDUSTRY

The class will discuss their individual charts, and a class chart will be composed that should be recorded and kept in individual social studies notebooks.

DD. Divide the class into two groups with one group representing the steel industry and the other the textile industry.
Each group will research the development and impact of the industry.

EE. Pose the question: "Does an abundance of natural resources insure a high standard of living?"

Bring out the idea that it is the mind of man, working on these resources, that makes them effective.

RESOURCES--Continued	EVALUATION--Continued
CC. Silver Burdett, Changing New World, Chapter 14 Harper Row, The Story of Our Country, See Index, p. 410 Singer, This Is Our Land, pp. 282-284, 288 Laidlaw, Our Country, See Index, p. 380 Ginn, Trails to Freedom, Index, p. 453	**C. The pupil will list in writing four inventions and the impact each had on the growth of industry in America.**
DD. Steel, Supplement packet on Manufacturing Filmstrip, How Steel is Made Ginn, Trails to Freedom, pp. 346-348 Heath, In These United States, pp. 192-193 Textiles Heath, In These United States, pp. 263-264, 337-339 Singer, This Is Our Land, Check Index Write to: National Cotton Council of America P.O. Box 12285 Memphis, Tennessee 38112 (Information and charts on cotton FREE)	**D. The pupils will give one oral example of an early industry that made great use of machines.**
EE. Silver Burdett, Changing New World, p. 241 Write letter requesting material before group project.	**E. The pupil will state orally in his own words the idea that it was the mind of man that made the Industrial Revolution what it was.**

CONCEPT

The dignity of the laborer in contrast with the attitude of feudalism and mercantilism toward labor was a unique feature of the American colonies. This meant that his reasonable ample reward for work became a most significant power in the developing market.
(Economics)

BEHAVIORAL OBJECTIVES

A. Pupil will be able to express his opinion as to why every laborer has worth and dignity.

CONTENT

ACTIVITIES

AA. The teacher will circulate a paper on which pupils will list the occupations they wish to engage in as adults. No names needed -- just occupations. Upon completion of the list, the teacher will read the list to the class and select a few of the more common ones listed.
After selecting a few analyze as a class using this question: "Who will do the jobs necessary so that you can carry out your occupation?" E.g. SECRETARY a) Who made and manufactured the desk? b) Who originated, assembled, sold, etc. the typewriter. c) Who keeps the office in proper condition.
From this deduce the dependence of one job upon another, the fact that all laborers are important and worthy of dignity.

. . . .

CONCEPT

Man's effective use of machines has increased his productivity; this increased capacity to produce may influence the individual's and community's standard of living.
(Economics)

RESOURCES

AA. List of occupations made out by class

EVALUATION

A. The pupil will state orally his reasons why every laborer has worth and dignity.

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BEHAVIORAL OBJECTIVES	ACTIVITIES
A. Pupils will be able to list in writing several farm machines that have helped increase food production.	AA. Trace several agricultural products from your table back to the original source. Give consideration to producers, people who handled product, and means of transporting. Compare the difference between today's processing and that of colonial times. (Use milk as an example.) Bring in marketing and transportation. *Also show changes in its uses.
	AA. Make a chronological chart showing the progressive changes in marketing and transporting the farmers' saleable commodities.
	AA. Using diagrams, models, etc., make a display showing the advancement in farm machinery since the days of the homesteaders.
	AA. Make a comparison between a farm of the late 1800's and a modern farm of today.
B. Pupils will be able to list two factors contributing to the growth of cities.	BB. Through reading and research, the pupils will keep a jotting list answering this key question: "During early industrialization, what factors contributed to the growth of cities?" Discuss answers as a class and compile a list to be placed in pupils notebooks.
C. Pupils will state orally several problems that occurred as cities developed.	CC. Referring to the list recorded above, the pupils will discuss the problems that arose as a result of rapid industrialization and the growth of cities. This list should be recorded on the board and then in pupils' notebooks. * Relate to current "growing pains" of the city.

*ENRICHMENT ACTIVITY

RESOURCES	EVALUATION
AA. Dairy Council, Milk From Farm to Family, flow chart, (available in quantity), (poster wall chart) More Milk Please, booklet	A. The pupils will list in writing several farm machines that have helped increase food production.
AA. Filmstrip, Land of the Free Agriculture in America, ME-1024, picture frames 17-end Filmstrip, A Country Store, ME-1021	
AA. Chart, Land of Plenty	
AA. Chart, Land of Plenty Booklet, Land of Plenty	
BB. Ginn, Trails to Freedom, pp. 373-377 Harper and Row, The Story of Our Country, pp. 303-306, 363-365 Heath, In These United States, pp. 226-227	B. The pupil will list in writing two factors contributing to the growth of cities.
CC. Ginn, Trails to Freedom, pp. 372-381 Heath, In These United States, pp. 232-234	C. The pupil will orally state several problems that developed as cities began to grow.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
D. Pupils will demonstrate the influence of increased production on the standard of living by comparing goods and services available to a family in 1900 to those available today.	DD. Have resource person come in to explain life "in the good old days," perhaps grandparent or another knowledgeable person. DD. Inductive questioning to arrive at a comparison between life at the turn of the century with that of the present day. 1. What did they have for entertainment? 2. What did they have by way of transportation? 3. What types of food were available? 4. What were the forms of communication? 5. What types of dress or clothing did they have? (Relate to automation and synthetics.) 6. What materials did they have to make things? (Relate to automation and synthetics.) From either the resource person or the inductive questioning, make a written class comparison, "Life in 1900 compared with that of 1969."

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RESOURCES--Continued

DD. Resource person

EVALUATION--Continued

D. The pupil will compare the standard of living (with goods and services available) of the 1900's with that of today by constructing a comparison chart.

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CONCEPT

"Natural" geographic elements and their associations in "natural habitats" differ from place to place throughout the United States.

The natural materials and conditions of the earth influence the ways in which people live and work.

Only simple machines were used in early America because at that time either no one had invented better ones or no one could make the machines which were being contemplated.

Man's effective use of machines has increased his productivity; this increased capacity to produce may influence the individual's and community's standard of living.

CONTENT

G. Types of Industry
   1. Extractive industries
      a. Mining
      b. Fishing
      c. Lumbering
      d. Agriculture

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define in writing the term"extractive industry."

B. The pupil will be able to list in writing four extractive industries and a location in the United States in which each can be found.

ACTIVITIES

AA. Utilize inductive questions to define the term "extractive."

AA. Divide class into four groups. Each group will prepare an in-depth presentation on one of the extractive industries. Written reports, charts, graphs; diagrams, dioramas, and any other material and procedures feasible should be employed. Each group will present its topic to the class.

BB. Class discussion to summarize pupil reports. Draw out information and have pupil perform tasks indicated in Objectives B, C, D, and E.

RESOURCES

AA. Dictionary
AA. Supplementary packets on Industry
AA. Textbooks that pertain

EVALUATION

A. The pupil will define in writing the term "extractive industry."

B. The pupil will match the four extractive industries with a location in the U. S.

BEHAVIORAL OBJECTIVES--Continued

C. The pupil will place in chart form a simple tool and a complex machine associated with each extractive industry and state how the latter has improved the industry.
EXAMPLE:

INDUSTRY	SIMPLE TOOL	COMPLEX TOOL	EFFECT ON INDUSTRY
Forestry	Axe	Chain saw	Cut more trees down in less time.
Mining	Shovel	Steam-shovel	Remove more dirt in less time.

D. Pupil will verbally cite an example of increased productivity and the resulting rise in the standard of living.
EXAMPLE:
Increased natural gas production - Increased heating convenience and efficiency
Increased bauxite mining - Many uses for aluminum

ACTIVITIES--Continued

CC. Class discussion to summarize pupil reports. Draw out information and have pupil perform tasks indicated in Objectives B, C, D, and E.

DD. Class discussion to summarize pupil reports. Draw out information and have pupils perform tasks indicated in Objectives B, C, D, and E.

RESOURCES--Continued

EVALUATION--Continued

C. The pupils will construct a chart consisting of a simple tool and a complex machine associated with an extractive industry and tell how the complex machine has improved the industry.

D. The pupils will verbally give an example of how increased productivity has resulted in the rise of the standard of living.

21.

ONCEPT

ll of mankind is faced with economic decisions uch as what and how much to produce and in what ay land, labor, management, and capital are to e used for production.

EHAVIORAL OBJECTIVES

A. Pupils will be able to match the six factors necessary for developing the factory system with a given definition.

B. Pupils will be able to define in writing the term "fabricating."

C. Pupils will be able to verbally list three examples of fabricating industries in the city of West Allis

CONTENT

2. Fabricating industries
   a. Factory system organization
      1) Capital
      2) Resources
      3) Labor
      4) Management
      5) Concentration of machines
      6) Automation
   b. Examples of fabricating industries
   c. Purpose for fabricating industries

ACTIVITIES

AA. Discuss the essential elements that must be available in organizing and running a factory.

AA. Have pupils select a product they would like to produce and formulate a plan of operation necessary to develop the product.
EXAMPLE:
Bicycle - Bicycle factory

AA. Relate all the factors pertaining to factory systems when setting up this imaginary organization.

BB. Using an inductive questioning approach, attempt to have pupils arrive at the term "fabricating" as well as its meaning. If this fails, try the dictionary. Record the definition in their notebooks.

CC. Using a West Allis Directory or from personal experience, discuss West Allis fabricating industries listing said industries and products on the chalkboard.

RESOURCES

C. West Allis Directory

EVALUATION

A. Given a set of definitions, the pupils will match the six factors necessary for developing the factory system with the correct definition.

B. The pupil will be able to define in writing the term "fabricating."

C. The pupil will list verbally three examples of fabricating industries in the city of West Allis.

BEHAVIORAL OBJECTIVES--Continued

D. Pupils will make a diagram showing the relationship of capital, resources, labor, etc., on industry.

E. Pupil will be able to list in writing the main purpose of fabricating industries.

ACTIVITIES--Continued

DD. Teacher will present a transparency with a diagram of the factory system. Discuss and have pupils place in notebooks.

EE. Discuss the following questions:
For what reason do we have fabricating industries?
What is the relationship between fabricating and extractive industries?

Have pupils record the reason and relationships in their notebooks.

. . . .

CONCEPT

American enterprise has been predicated upon the conviction that an individual has the right to attempt to sell his goods or services for enough to cover the cost of production and to realize a fair profit.

(Economics)

CONTENT

3. Distributive industries
   a. Distribution and sales
   b. Transportation
   c. Communication

BEHAVIORAL OBJECTIVES

A. Pupils will be able to state in writing the reason why the distributor charges a certain price for a given item.

ACTIVITIES

AA. Product
   1. Design
   2. Buy raw materials
   3. The assembling of the product
   4. Transportation
   5. Sales
      The final cost includes more than just the raw materials and labor.
      It also includes:
      a. The cost of packaging
      b. The cost of shipping
      c. The cost of storage
      d. The cost of commission to salesmen

RESOURCES--Continued

EVALUATION--Continued

D. With the aid of terms and definitions, the pupil will make a diagram showing the relationship between capital, resources, labor, etc., to industry.

E. The pupil will list in writing the main purpose of fabricating industries.

. . . .

RESOURCES

AA. Outline provided in content

EVALUATION

A. The pupils will state in writing the reason why the distributor charges a certain price for a given item.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
	AA.--Continued e. The cost of office work f. The cost of federal, local, and state taxes g. The cost of advertising
	AA. Discuss bicycle factory. What is done with final product? Why is a certain price charged?
B. Pupil will define in writing the term "profit."	BB. Pupils through discussion will define the term "profit." Place in notebooks. "The return received by a person, group, or organization as a reward for the effective combination of labor, land, and capital," or "Earnings above and beyond cost."
C. Pupils will verbally describe several functions of a distributive industry.	CC. Have a resource person from a distributive industry tell class about functions of his industry. Discussion to follow.
	CC. Have pupils visit a distributive industry.
	CC. Class discussion on pupil experience with distributive industries.
D. Pupils will list in writing several (five) distributive industries in the city of West Allis.	DD. From pupil responses, the teacher will list on the board distributive industries of West Allis.

RESOURCES--Continued	EVALUATION--Continued
BB. World Book Encyclopedia	B. From a list of given definitions, the pupil will select the one that defines "profit."
CC. Resource person and personal experience	C. The pupil will verbally describe "distributive industry."
	D. The pupil will list in writing five distributive industries in the city of West Allis.

BEHAVIORAL OBJECTIVES--Continued

E. The pupil will list in writing three factors that are considered in the cost of the production of a given item.

F. Taking production costs into consideration and the definition of "profit," the pupil will verbally state the meaning and implications of the term "fair profit."

ACTIVITIES--Continued

EE. Refer to outline under Content AA. Have pupils record outline in their social studies notebooks.

FF. Take a manufactured item (Frisbey) and as a class analyze the supposed cost of production according to the outline under AA. The teacher should then propose a theoretical question: "What would be a fair price to charge for this item taking into account a fair profit for the manufacturer, wholesaler, and retailer?"
State: "There is no one right answer."
Have children place price on a piece of paper and give a reason for this price. After the papers are collected, some questions on values could be posed.
EXAMPLE:
"Is the suggested price so high that the average person cannot or should not purchase it?"

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CONCEPT

The country is linked to other parts of the U. S. (and the world) in many different ways. Goods and services may be received from many parts of the country and in turn the community may supply goods and services to other communities throughout the nation.

(Geography)

CONTENT

RESOURCES--Continued

EE. Outline, World Book Encyclopedia

FF. Outline

EVALUATION--Continued

E. The pupils will list in writing three factors that are considered in the cost of production of a given item.

F. The pupil will state with some degree of reality the meaning and one implication of the term "fair profit."

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BEHAVIORAL OBJECTIVES	ACTIVITIES
A. The pupil will be able to list in writing three different ways in which communities throughout the nation are linked.	AA. Using a physical map of the United States as a whole and using West Allis as a starting point, have each child select one city or area in the United States as a destination.
	AA. Have each child discuss and show all the possible ways of traveling from West Allis to the city or area of his choice, either on an individual map or a class map.
	AA. Discuss waterways, terrain, railroads, highways, and air routes connecting different parts of our country.
B. The pupils will orally distinguish between natural linkage and man-made linkage or the combination of the two by citing two examples of each.	BB. Based on the above discussion, the class will distinguish between: natural linkage, man-made linkage, and the combination of the two. Using their atlas, the pupils will cite several examples of the three types of linkage and relate: "Which would be the most efficient way of moving raw material from the extractive industries?"
C. Using atlas, the pupils will illustrate their understanding of natural linkage in the U. S. by tracing the main water routes and listing in writing at least three of them.	CC. Using a wall map, the teacher will point out an important water route. EXAMPLE: Mississippi Using their atlases, the children will then locate others. EXAMPLE: St. Lawrence Seaway, Columbia, Ohio, Missouri

RESOURCES	EVALUATION
AA. Special purpose maps (Air routes, railroad routes, highway routes)	A. The pupil will list in writing three ways in which communities throughout our nation are linked.
BB. Ginn, Trails to Freedom, p. 376 Atlas	B. The pupil will orally distinguish between natural linkage, man-made linkage, and the combination of the two by giving two examples of each.
CC. Atlas	C. The pupil will list in writing three main water routes that are examples of natural linkage.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
	CC. Imagine you are a freighter captain; tell about your voyage through waterways in our country. (St. Lawrence Seaway, Soo Locks, Mississippi River, Welland Canal, Erie Canal, etc.) Stress cooperation of states and countries. Relate this to shipping of imports and exports.
D. Using maps showing networks of man-made transportation, the pupil should be able to locate the major terminals and tell why they became major cities.	DD. Discuss: What is a "terminal?" What determines the location of the different kinds of terminals?
	DD. Have pupils use reference material to find maps showing the networks of transportation. Note the major terminals and discuss why these cities have become important. EXAMPLE: Chicago - First important in transportation as a portage (overland route) by Indians, - fur trade, - stock yard, - meat packing, - to present day. Now Chicago ranks as the leading wholesale distributing center.

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CONCEPT	CONTENT
Communities in the world tend to become closely related as transportation and communication improve. (Political Science)	

RESOURCES	EVALUATION
AA. Special purpose maps (Air routes, railroad routes, highway routes)	A. The pupil will list in writing three ways in which communities throughout our nation are linked.
BB. Ginn, Trails to Freedom, p. 376 Atlas	B. The pupil will orally distinguish between natural linkage, man-made linkage, and the combination of the two by giving two examples of each.
CC. Atlas	C. The pupil will list in writing three main water routes that are examples of natural linkage.

BEHAVIORAL OBJECTIVES	ACTIVITIES
A. The pupil will be able to orally define the word communication and give an example of why it is necessary for man to communicate.	AA. Discuss: In what ways does man communicate? (Develop understanding of "communicate.") AA. Imagine life today without our modern methods of communication. AA. Arrange an exhibit of communication methods (newspaper, letter, postcard, record, tape, pictures of radio, television, etc.). Discuss the importance of each. Note how these permit men to share ideas and how advertising is a communication link to the distributive industries.
B. The pupil will indicate his understanding of the growth of transportation by a written comparison between past and present modes of transportation. EXAMPLE: Mayflower - Ocean liners Wright Bros. - Current jets	BB. Using a graph, discuss and compare the means and speed of travel. (Heath, p. 201) BB. Pupils will construct a chart comparing past and present modes of transportation.

MEANS OF TRANSPORTATION	PAST	PRESENT

RESOURCES	EVALUATION
AA. Silver Burdett, The Changing New World Laidlaw, Our Country, C. 29, T.M., pp. 112, 214-246	A. The pupil will orally define "communicate" and give one reason why communication is basic to the needs of man.
BB. Heath, In These United States, pp. 200-220	B. The pupil will indicate his understanding of the evolution in transportation by two examples of how transportation has changed in the last 100 years.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
C. The pupil will be able to list five communication media that have served to link the world such as the trans-atlantic cable, telstar, T.V.	CC. Read for information on the various methods of communication telling when and how they were invented or improved upon. Keep notes or a jotting list. CC. Prepare a working bulletin board on "Nations share ideas through communication and transportation." EXAMPLE: 1. Eating habits - chopsticks 2. Fashions - mini skirt 3. Christmas customs - St. Nick 4. Architectures - Gothic Have children find pictures, objects, or written materials related to the theme. CC. View filmstrip, The Airplane Changes America. CC. Use Telstar as a link to trends.

RESOURCES--Continued

CC. Telephone Company booklets

CC. Filmstrip, The Airplane Changes America, ME1028

EVALUATION--Continued

C. The pupil will list in writing five communication media that have served to link the world.

. . . .

CONCEPT

Man can modify his environment. As man's ideas and technology change, his way of living and use of geographic elements may change.

CONTENT

V. National Trends
  - A. Technological trends
    - 1. Automation
    - 2. Cybernetics (Computerization)
    - 3. Atomic and solar energy
    - 4. Space technology
    - 5. Food production
    - 6. Travel
    - 7. Others

BEHAVIORAL OBJECTIVES	ACTIVITIES
A. Pupils will be able to define in writing the term technology.	AA. Use dictionaries and encyclopedias to define technology. Discuss this definition. Place definition in notebooks.
B. Pupils will be able to list in writing three areas of technology that pertain to technological growth in our nation.	BB. Discuss with pupils various areas of technology. List areas mentioned on chalkboard. Have pupils gather and bring in information relating to the topic. Discuss to the extent commensurate with pupils' interest and ability.
C. Pupil will be able to select one area of technology and write a paragraph describing the possible growth and effect of this area on future society.	CC. Let pupils select a technological area of interest. Let them meet with others of this group to discuss various ramifications of this topic.
	CC. Finish pupil peer discussions and have pupils write a paragraph as per objective "C."

RESOURCES	EVALUATION
AA. Dictionary, Encyclopedia	A. The pupil will define the word "technology" in writing.
BB. World Almanac Newspapers Current magazines Pupil information from 21 Century (T.V. program)	B. The pupil will list in writing three areas of technological growth apparent in the U. S.
CC. Materials gathered	C. Selecting one area of technological growth, the pupils will write an original paragraph describing its possible growth and effect on society.

CONCEPT

As societies grow and their cultures become more complex their laws and institutions also become more complex, as well as more numerous.

Man modifies his culture to meet the social and economic needs of the members of his cultures.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to define in writing the term "institution."

B. The pupil will be able to compare verbally at least one institution of colonial times with a similar one of today. i.e., Schools, store, hospitals.

C. The pupil will be able to verbally give two examples illustrating the greater complexity of the present day institition compared to the earlier institution.

CONTENT

B. Socio-Economic Trends
   1. Urban renewal
   2. Racial differences
   3. Education
   4. Welfare programs
   5. Leisure time
   6. Population growth
   7. Value changes

ACTIVITIES

AA. Using the dictionary, the pupil will select the correct definition of the word "institution " and record the definition to be used in their notebooks.

BB. Through a class discussion, construct a brief class chart comparing colonial institutions with institutions of today. Note growth and changes. After comparing, ask: "Could certain needs of society be met without certain given institutions?" i.e., Poor, sick, old, etc.

CC. Based on the previous charting, the class, through discussion, should realize that there is a prime reason for the difference. Ask: "Why is there such a difference in institutions?" (To meet the expanding population and the growing needs of the people.)

RESOURCES

AA. Dictionary, Encyclopedia

BB. Fideler, Colonial America

CC. Current statistics
Almanacs

EVALUATION

A. The pupil will define in writing the term "institution."

B. The pupil will verbally compare at least one institution of colonial times with a similar one of today.

C. The pupil will verbally give two examples illustrating the greater complexity of the present day institution compared to earlier institutions.

BEHAVIORAL OBJECTIVES--Continued

D. The pupil will illustrate his understanding of education as a necessary "tool" in today's world by writing a paragraph showing how lack of education has aggravated the problems in the core, urban areas. (It might be interesting to project possible remedies for this situation.)

ACTIVITIES--Continued

DD. Begin discussion by asking: "What is education?"

Discuss problem: Why is education the key to a community that meets the needs of the people with the people contributing to the community?

Discussion and activities centered around these questions would bring out trends in education:

1. Why is more education needed today?
2. What kinds of jobs are available?
3. What kinds of education would be needed for these jobs?
4. Where could you get this kind of education?
5. Will more or different kinds of education be needed by the time you finish high school?
6. How can lack of education cause problems?

RESOURCES--Continued

DD. Current News Media

EVALUATION--Continued

D. The pupil will write a paragraph showing how lack of education has aggravated problems in the core and urban areas.

BEHAVIORAL OBJECTIVES--Continued	ACTIVITIES--Continued
E. The pupils will indicate their awareness of free institutions or extended opportunities for personal advancement found in their community by listing at least three in writing. (Vocational School)	EE. After reading and research, the class, through a discussion, will verbally list the free institutions available and the opportunities available within: 1. The community; 2. The county. The teacher will then list these on the board. As the institutions are listed ask: "What do these provide for the citizens?" *Conduct a symposium. Tell about the various institutions and how they handle a problem.
F. The pupil will indicate his understanding of cultural change by orally listing at least three changes that have taken place recently and have affected our way of life. From this the pupil should also be able to project.	FF. Based on pupil observation and experience, compile a class list of apparent cultural changes evidenced in our society. EXAMPLE: Concept of Masculinity - Long hair Music - Singing groups from Europe Clothing - Paper dresses
G. The pupil will be able to orally list two value changes the beginnings of which are evidenced in our society. EXAMPLE: Guaranteed Annual Wage - Should everyone work for a living? Moral Values - Break down of family unit, etc.	GG. Determine the definition of value through discussion. Continue discussing changes; stress value changes.

*ENRICHMENT ACTIVITY

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RESOURCES--Continued	EVALUATION--Continued
	E. The pupil will list in writing three institutions (free) or opportunities for personal advancement.
FF. Current News Media Papers Magazines T.V. Radio	F. The pupil will orally list three cultural changes that have taken place recently and have affected our way of life.
	G. The pupil will orally list two value changes that are taking place or beginning to take place in our society.

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